

Contract One

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

MAIN IDEA: *When we believe that God is the creator of everything, we appreciate God's air, water, and land, and we care for his plants and animals.*

A. To Learn the First Article of the Apostles' Creed

- * _____ Memorize the First Article of the Creed and say it to a teacher or to a group. (See Card 1.) You may work with a friend.
- _____ Write from memory the First Article of the Creed. Then read and do Card 2.
- _____ Read Card 3 and write what you think the First Article means, or what people mean when they say it.

B. To Find Out More About God the Creator

- _____ Read Genesis 1:1—2:4 or listen to someone else read it. Do Card 6.
- _____ Read the verses from Psalm 104 on Card 7. Rewrite them in your own words.

C. To Develop Appreciation of God's World

- _____ Read or listen to the story about John Muir on Card 4. Do the activity suggested at the end of Card 5.
- _____ Make a "feeling bag" or pie-tin terrarium. (See Cards 8 and 9.)
- _____ Do Card 11 and share your feelings about some part of God's world.

D. To Care Wisely for God's World

- _____ Read about caring for pets on Card 10. Follow the directions on the card. Then talk about pet care with someone else who has one.
- _____ Cut out newspaper stories that show either the need to care wisely for the world or ways to do it. Show them to someone else.
- _____ Card 15 gives us a reason for caring for God's world and the people in it. Tell this reason on a banner or a poster or in your own one-paragraph creed.

Contract Two

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

MAIN IDEA: *When we help other persons and ourselves to be all that we can be, then we believe and live the faith that God created every human being.*

A. To Learn the First Article

- _____ Memorize or review the First Article of the Apostles' Creed (on Card 1) and write it or say it to someone.
- _____ Ask three other people what they think Christians mean when they call God the almighty Father. Write a brief report.

B. To Learn to Know God the Father

- * _____ Do Card 12 to see for yourself what the Bible says about our Father in heaven.
- _____ Find 1 Peter 5:7, memorize the verse, and write what you think it means on the back of Card 15.
- _____ Read Psalm 46:1. Make a picture of yourself in a refuge or shelter. Write the psalm verse under or above your picture.

C. To Meet Persons Who Helped Others

- _____ Read about three people who believed that God is the Father of all human beings (Card 13). Write your thoughts on the back of the card.
- _____ Look for "caring for others" pictures in books or magazines and make a poster with one you especially like.
- _____ If possible, look at a filmstrip about people helping other people and try to decide why they are being helpful.

D. To Celebrate God's Most Marvelous Creation

- _____ See if you can find an answer to the question, "When are people like God?" Doing Card 14 will help you.
- _____ Read the prayer on Card 16 and form a group to sing the hymn.



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Contract Three

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

MAIN IDEA: *To express faith in Jesus Christ, we need to know and be able to share with others the main events of his life.*

A. To Learn the Main Events of Jesus' Life

- * _____ Become acquainted with the events of Jesus' life on Card 17. Then do the project on the card.
- _____ The Second Article of the Creed mentions three events in Jesus' life. Read Card 19 and do what it says.
- _____ Listen to or read some hymns about Jesus (Card 20). Arrange some hymn stanzas in the order of the main events of Jesus' life.

B. To See How Human Jesus Was

- _____ Read at least two of the following passages: Matthew 21:12-13; John 11:35, 36; Mark 10:13-16; Luke 22:39-43.
- _____ Tell someone what you read in the Bible verses above and explain how these stories show that Jesus was a real human being.

C. To Meet People Who Shared Their Faith

- _____ Read the story about C.S. Lewis on Card 24 and try answering the question at the end of the story.
- _____ Make one of the cartoon strips described on Card 25.

D. To Learn the Second Article of the Apostles' Creed

- _____ Memorize the Second Article and write it out, say it to a teacher, or record it on tape.
- _____ Begin making a paper banner of the words of the Second Article. See Card 21 for helpful instructions.
- _____ Prepare a closing devotion for your group. Use Card 28.

Contract Four

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

MAIN IDEA: *We believe that Jesus Christ is our Lord and Savior when we look to him for life with God and live as Christians even in the face of problems or opposition.*

A. To See the Greatness of Jesus

- _____ Do Card 18. Retell some of the great things Jesus did during his short life on earth and make your own gospel story of Jesus.
- _____ Read or listen on tape to the stories of Jesus' resurrection and ascension, Luke 24:1-12, 36-43, and 50-53. Then do one of the projects on Card 22.
- * _____ Read Philippians 2:5-11 and do one of the projects suggested on Card 23.

B. To Meet People Who Lived Their Faith

- _____ Write, tell on tape, or draw a cartoon strip story of a person who expressed faith in Jesus by what he or she did.
- _____ Read the story about Alexander Solzhenitsyn on Card 38 and complete this sentence on the card: This man expressed his faith by

C. To Show Ways of Living Our Faith

- _____ Show a way in which you might express your faith in Jesus. Use Card 25.
- _____ Team up with someone to make a filmstrip or a set of slides that tell your faith in Jesus. Use Card 26.
- _____ Make a set of cutout figures that tell your faith in Jesus. See Card 27.
- _____ With one or two other persons, act out a situation in which a person might face a problem in living his or her faith in Jesus.

D. To Learn the Second Article

- _____ Memorize or review the Second Article and write it, say it to a teacher, or put it on tape.
- _____ Make or finish making a paper banner of the words of the Second Article. See Card 21. You may work together with several other children.
- _____ Write or tape-record your own short explanation of the Second Article. You may use Luther's explanation to help you decide what you want to say.

Contract Five

(Choose at least one activity in two different sections. The starred item deserves to be done by all.)

MAIN IDEA: *We have faith in the Holy Spirit when we recognize him at work in ourselves, in the church, and in the world and desire to have God rule us and others through his spirit.*

A. The Holy Spirit at Work in the First Christians

- _____ Read Acts 2:1-4. Team up with a friend or two to discuss and retell the story of Pentecost with sounds on a tape (See Card 29.)
- _____ Find or draw a picture of ways the Holy Spirit works in people today, in order to compare the acts of the early Christians with actions of Christians today (Card 30).

B. To See the Holy Spirit at Work in Persons Today

- _____ Read "The Spirit in You" (on Card 31) and answer the questions on the card. Memorize Romans 8:16 and write at the bottom of the card what you think it says.
- _____ Read about "Persons with a Right Spirit" on Card 33 and try to find another story of a person you think has or had the Holy Spirit.

C. To See the Holy Spirit at Work in Your Church

- _____ Do research to find out how the Holy Spirit is working through persons in your congregation (Card 32). Make a poster that shows the Holy Spirit at work through people of your congregation.
- _____ Get together with one or two other Christians and decide what you will try to do to express faith in the Holy Spirit (Card 34).

D. To Learn the Third Article of the Creed

- * _____ Memorize the Third Article and write it, tape-record it, or tell it to a teacher. Use Card 35 for help with hard words and do the project.
- _____ Make a mobile of the parts of the Third Article (Card 36).
- _____ Read Card 39 and do the interviews and Bible study that will help you understand how to receive the Holy Spirit.

The Apostles' Creed and Martin Luther's Explanations*

THE FIRST ARTICLE

I believe in God the Father almighty,
creator of heaven and earth.

What does this mean?

I believe that God has created me
and all that exists.
He has given me and still preserves
my body and soul with all their
powers.
He provides me with food and clothing,
home and family, daily work, and all
I need from day to day.
God also protects me in time of danger
and guards me from every evil.
All this he does out of fatherly and
divine goodness and mercy,
though I do not deserve it.
Therefore I surely ought to thank and
praise, serve and obey him.
This is most certainly true.

THE SECOND ARTICLE

I believe in Jesus Christ,
his only Son, our Lord.
He was conceived by the power of the
Holy Spirit and born
of the Virgin Mary.
He suffered under Pontius Pilate,
was crucified, died, and was buried.

He descended to the dead.
On the third day he rose again.
He ascended into heaven,
and is seated at the right hand
of the Father.
He will come again to judge
the living and the dead.

What does this mean?

I believe that Jesus Christ—
true God, Son of the Father from
eternity,
and true man, born of the Virgin Mary—
is my Lord.
At great cost
he has saved and redeemed me,
a lost and condemned person.
He has freed me
from sin, death, and the power of the
devil—
not with silver or gold,
but with his holy and precious blood
and his innocent suffering and death.
All this he has done that I may be his
own,
live under him in his kingdom,
and serve him in everlasting righteous-
ness, innocence, and blessedness,
just as he is risen from the dead and
lives and rules eternally.
This is most certainly true.

THE THIRD ARTICLE

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and the life everlasting. Amen.

What does this mean?

I believe that I cannot by my own
understanding or effort
believe in Jesus Christ my Lord,
or come to him.
But the Holy Spirit has called me
through the Gospel,
enlightened me with his gifts,
and sanctified and kept me in true faith.
In the same way he calls, gathers,
enlightens, and sanctifies
the whole Christian church on earth,
and keeps it united with Jesus Christ
in the one true faith.
In this Christian church day after day
he fully forgives my sins
and the sins of all believers.
On the last day he will raise me and all
the dead
and give me and all believers in Christ
eternal life.
This is most certainly true.

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TEACHING GRADE ONE

A HANDBOOK



TEACHING GRADE ONE

A HANDBOOK

Parish Life Press

Philadelphia

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EDUCATIONAL MINISTRY WITH GRADE 1

CHAPTER ONE

What Is Educational Ministry?

Educational ministry is a comprehensive program that provides teaching-learning resources to enable Christians at all age levels to examine every phase of their lives in the light of the gospel of Jesus Christ. It provides a parish with an opportunity to obtain a customized educational program suited to its own goals, needs, and physical and human resources.

Educational ministry takes advantage of all the opportunities for learning available to the parish. It affirms and supports such traditional agencies as the weekly church school and vacation church school, but also recognizes and provides for other learning settings for elementary age children. Learning opportunities fall into three categories: home and family life, parish life, and community life.

In the initial stages, published resources are being produced for weekly church school classes and freetime events. This handbook is primarily designed to accompany teacher guides for weekly church school classes.

Built into educational ministry is a process for evaluating, revising, and replacing resources and for responding to emerging parish requirements. Updating will be an ongoing process.

The Resources

Many will think of educational ministry as a new curriculum. That is only partially true. It is a new way of carrying out education in the parish. This new way has required the preparation of some new resources of which materials for weekly classes is one group of items.

Perhaps the first thing to say about the new resources for weekly classes is that they are flexible. Until now the LCA church school materials for Grade 1 consisted of one comprehensive teacher guide for the entire year plus pupil materials. The new approach allows flexibility through a large number of small units. Most units are about five to six sessions long. Some are as long as ten sessions. Each unit is a separate entity.

A large group of relatively short units means that you have a choice. You select the actual units you will use with your Grade 1 class this year. And of course if next year's class is different, or if your own interests change, or if you think you'd like to add some variety, you can always substitute some other units next year. If you wish, you may also intersperse some of the older Grade 1 materials with some of the new units released in 1976.

The units deal with seven major aspects of the Christian faith. Biblical teachings are related to each of the aspects of the child's life. The seven areas are as follows: the individual child's relationship to God, the heritage of the Christian church, developing Christian relationships between individual children, the child's family and God, Christian teachings which are related to the social groups to which the child belongs, God's wonderful world, and Christian attitudes to our society. A balanced program is offered. However, it is for you to decide whether you want to give equal weight to all of these areas, or whether there are some particular aspects of the Christian faith and Bible teaching which you wish to highlight for your children in a particular year.

Within the units you will have a choice of teaching methods. At least two, and often three, ways to use activities are given within a session. The options allow the small class with three pupils and one teacher to use only one or two session activities as a class group. The large class with twenty or thirty pupils can be involved in a larger variety of activities.

You also have a choice as to the length of your units. A certain number of sessions is usually written into a unit, but you should feel free to extend the number of sessions in order to get the maximum benefit of the unit for your pupils. One church in field testing, for example, extended a five-session unit into eight class sessions. If you have a short class period (say forty-five minutes of class time), you might decide to extend a seventy-five-minute session plan over two of your own class sessions. In the last chapter, this handbook has songs and prayers that you can use for supplemental worship times in any extra sessions.

There is flexibility also for the children. In all units some optional activities are offered simultaneously so that a child can choose which activity he or she wants to do. Like you, your pupils appreciate being able to select the things they will do. (See Chapter 5, "Interest Centers.")

Teacher guides have detailed instructions for every session to help you prepare and teach. Many units have accompanying teacher resources. Some have pupil materials. These have been carefully prepared with first-graders in mind in order to help you teach effectively.

The new units include some innovations. Some units for summer and special seasons are designed for group grading, for example, grouping Grade 1 with Grade 2 and occasionally with Grades 2 and 3 (For more information on group grading, see Chapter 6.) These units can also be used success-

fully with a Grade 1 class by itself. But they may encourage you to try new groupings in a multi-age approach. On the other hand, while most units are written primarily for Grade 1, they are also suitable for Grades 1 and 2 groupings.

A number of units include optional use of local church persons and community resources.

The units are usable not only in Sunday church schools but also in weekday group meetings of various kinds—Saturday schools and clubs, after-school classes, or evening groups.

If you wish to know more about educational ministry with elementary age children, read *What Is Educational Ministry?* by W. Kent Gilbert (Philadelphia: Parish Life Press, 1976), available from Fortress Church Supply Stores, 2900 Queen Lane, Philadelphia, PA 19129.

Overview of Grade 1 Units

If your parish has adopted the Parish Life and Ministry Development program (as a whole or for educational ministry resources only), you may have received a computer recommendation as to which units to use in your weekly classes and the order in which to use them.

If you do not have this guidance, you may find the following information helpful. It will give you a brief idea of the Grade 1 units available in 1976. This may help you to plan the order in which to use the units and to judge which units are particularly applicable to special situations.

Please remember that more units for Grade 1 will continue to be added in later years. Watch for new titles. To keep your program fresh and interesting, incorporate some of them into your Grade 1 program.

Units available for initial (1976) use:

“Christians Together.” This unit helps teacher and children get acquainted and introduces three stories from the Book of Acts. (3 sessions)

“In the Time of Jesus.” This unit helps children learn what life was like when Jesus was a boy. (5 sessions)

“Our Church.” This unit focuses on the child’s own church. It includes two New Testament stories, Psalm verses, and a story on Baptism. (4 sessions)

“Gladness at Christmas” is a Christmas unit built around Nativity stories from the Gospel of Luke and designed for grouping of Grades 1, 2, and 3. It can also be used with single grade. (5 sessions)

“Jesus Cared About People” has five stories of Jesus who cared for others. Activities are related to stories and to ways we care for others today. (5 sessions)

“Caring for God’s World” is a unit on God who made plants, animals, and our own bodies in a wonderful way. It can be used with combined Grades 1 and 2 if desired. Task cards in the teacher resources may be best used in latter part of year. This unit may well be used at the conclusion of the school year. (From 5 to 10 sessions)

“God and My Family” is a unit on God’s plan for love and care in families. Three Bible stories are included. (5 sessions)

“Welcome Easter.” This unit has four stories of Jesus and celebrations related to Easter. (4 sessions)

“Special to God.” God’s love for each individual child is the theme of the unit which has two stories of Jesus, two Old Testament stories, a contemporary story, and a filmstrip on Baptism. (6 sessions)

“Jesus and His Friends.” The unit includes six stories of Jesus and his friends. Activities help the children to apply biblical teaching on friendships to their everyday situations. This unit can be used in grouping of Grades 1 and 2 if desired. It is designed for use late in the school year or summer. (6 sessions)

“God’s Care of Us.” This unit deals with God’s love and care in relation to some of the things which frighten six-year-olds. Bible verses emphasize confidence in God and his love and care at all times. (5 sessions)

“God Loves Us All” helps the children learn that God loves all people with their similarities and differences. This unit is designed for grouping of Grades 1 and 2, but can be used with single grades. It is planned for use at the end of the school year or in summer. Stories of Jesus and other New Testament passages are included. (6 sessions)

“Wonders in God’s World.” In this unit children examine some of the wonders in God’s world and relate them to God our Creator. The unit is designed for grouping Grades 1 and 2 late in the school year or summer. It can also be used with single grades. (6 sessions)

In total then, you have 13 units with 70 sessions (of up to 75 minutes each) from which to choose.

Planning a Year's Program

The following is a listing of Grade 1 unit offerings in any church in any given year.

A Sample Year in Grade 1

Sept. 12, 19, 26; Oct. 3, 10, 17, 24, 31; and Nov. 7, 14, 21, 28.	"Christians Together," and any two from "Our Church," "In the Time of Jesus," "Jesus Cared About People."
Dec. 5, 12, 19, 26 and Jan. 2	"Gladness at Christmas"
Jan. 9, 16, 23, 30; Feb. 6, 13, 20, 27; and March 6, 13, 20, 27.	Any two or three from "God and My Family," "Special to God," "Jesus and His Friends," "God's Care of Us," or the one not used in Oct.-Nov.
April 3, 10, 17, 24	"Welcome Easter"
May 1, 8, 15, 22, 29 and June 5, 12	"Caring for God's World" (Up to 10 sessions — only 7 used here)
June 19, 26; July 3, 10, 17, 24, 31; Aug. 7, 14, 21, 28; and Sept. 4.	"God Loves Us All," "Wonders in God's World," or any others not used during the year.

Note: As "Our Church" and "Special for God" each have one session on Baptism, they ought not to follow each other.

Special Situations

Perhaps you are wondering just how to select those units which are most applicable to your needs. Here are some hints:

All churches need "Gladness at Christmas" and "Welcome Easter."

Nearly all need "Christians Together." (The only ones who *don't* need this unit are churches where the kindergarten teacher moves up with the children to Grade 1 and no new children join the class.)

1. **For a Bible Story Series.** Every unit has solid biblical foundations. The summary of units above

indicates the use of many Bible stories and passages. Most stories are about Jesus or life in his day. Numerous verses from the Old and New Testaments are used.

2. **For Urban Churches.** Nearly all units are suitable. Omit "Caring for God's World" and use "Wonders in God's World" in its place, since it seems more suitable to a city environment.

3. **For Churches with Summer Church School.** Especially suitable for summer months are "Wonders in God's World," "God Loves Us All," and "Jesus and His Friends." These units can also be used toward the end of Grade 1 year if your church does not have summer church school.

4. **For Grouping of Grades 1 and 2.** Designed for grouping of grades are "Wonders in God's World" (1 and 2), "Gladness at Christmas" (1, 2, and 3), and "God Loves Us All" (1 and 2). Recommended for grouping are "Caring for God's World" (1 and 2) and "Jesus and His Friends" (1 and 2).

All other Grade 1 units also can be used with Grade 2; however, some vocabulary puzzles will be too simple for Grade 2. Also bear in mind that second-graders are capable of writing many of the things which the Grade 1 teacher must write for the pupils.

5. **For Poor Readers.** All first-graders are necessarily limited in reading ability. Sufficient options are included in most units so that reading is not essential.

If reading presents a problem for your children, choose units which do not have task cards (giving brief guidance for activities). Or be prepared to read the cards to the children. Units which have task cards are "Gladness at Christmas," "Special to God," "Caring for God's World," and "Jesus and His Friends."

Adapting the Units

With several thousand congregations in the United States and Canada using the new materials, a wide variety of church sizes and socioeconomic levels is involved. Where possible, suggestions have been given for adapting the materials to various situations. If you occasionally come across references which do not apply to your situation, select those which do apply. Remember that the few which don't may be relevant for other churches.

Numbers of pupils in Grade 1 classes vary greatly. Wherever possible, guidance has been given for adapting to a small class. If you have

three pupils, you may be encouraged to select one activity from several suggested in the session plan. Sometimes you will need to make your own adaptations. With only two pupils, you may decide to read hymns rather than sing them.

A particular need for adaptation arises in connection with reading. All of the units except the introductory, Christmas, and Easter units are written to be used at any time in the year. Some of the units provide Bible puzzles, vocabulary games, and other simple means to help children develop vocabulary related to the Christian faith.

You will need to use your own good judgment as to when to introduce such puzzles and vocabulary. You might check with your pupils. Have they started to read at school? Has their teacher started to introduce words? Or you may try out a puzzle in one session at an optional interest center. See if any child uses it. If the children are not able to cope with the task, decide to use puzzles one or two months later.

Similar sensitivity is needed on your part in introducing song charts, prayer charts, and written Bible verses. (See Chapter 2, "Two New Skills.")

Keeping Records

It is important that you or someone in your church keep a record of the Grade 1 units you use each year to help you select units for the following year. This is particularly true for group-graded units. Plan your unit selection so that children do not repeat units in successive years. If you group Grades 1, 2, and 3 for "Gladness at Christmas," for example, you will not repeat the unit next year for Grades 2 and 3 because the children have already used it. You will select another Christmas unit for these grades.

YOUR PUPILS

CHAPTER TWO

Each of your pupils is an individual with his or her own abilities, physical characteristics, interests, emotions, and ways of relating to people. Some of the ways of teaching in the units help you to take account of individual interests and skills. A number of units provide optional activities from which children may choose. Suggestions are given to help you talk to your pupils individually and get to know them.

A very important means of getting to know your pupils is to visit their homes (see Chapter 3). Learn something of their families and backgrounds. The introductory unit for the year suggests that you form a card file or notebook in which to keep notes about each pupil. Update this file or book throughout the year and refer to it frequently so that you can take account of your pupils' individuality.

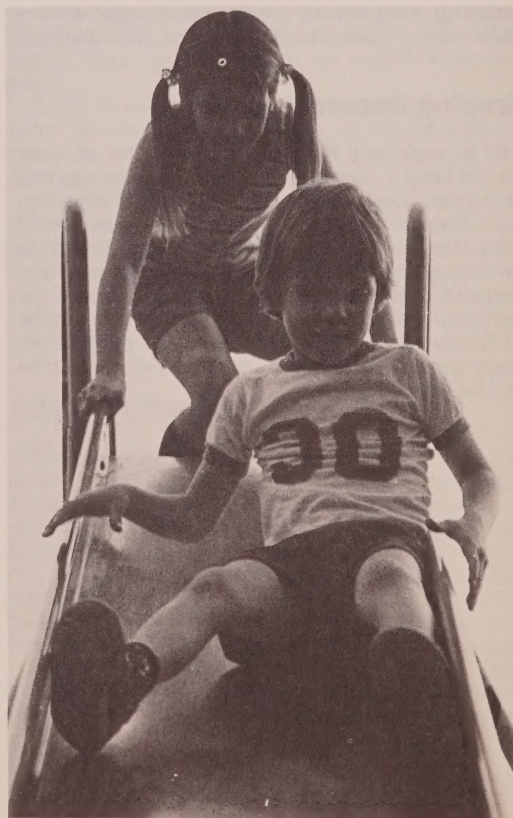
Having said all this, let's recognize that there are many ways in which your pupils are alike. Much research tells us that six-year-olds have certain common characteristics that distinguish them from say, three-year-olds or ten-year-olds. Recognizing some of these points can help you in your teaching, and that is what this chapter is about. But remember that not all of your Sixes will show all or even most of these characteristics. Each one is an individual. Treat him or her as such.

Looking at the Child Physically

Sixes are highly active. They do not sit still for long, and need changes of activity frequently. Allow for changes of position. Standing, sitting, walking, even lying on the stomach, are all possible positions for learning if you organize your space carefully and allow for choices of activities (see Chapter 5). Be prepared for wriggling and movement in your class and provide opportunities to stretch and move during class time. Alternate times of quiet and movement are written into the session plans.

Sixes are proficient at hopping, skipping, and jumping. They enjoy climbing and sliding. They can ride a two-wheel bicycle. Their small-muscle development has improved so that shoelaces and hair ribbons can be tied and clay can be molded into small scenes. Some units use body skills in the sessions. Small-muscle activity will be constantly used throughout the year.

Skills that you can readily appropriate in the classroom are modeling, pasting, drawing, constructing, cutting, using pencils and crayons. Be alert to the things your pupils enjoy doing most. Try to include some of them in your units when you select activities.



Of course, some of the work of six-year-olds is clumsy in comparison with older children. Their drawings, for example, are not noted for polish or finesse. Figures are sometimes a little grotesque. But they are recognizable and can represent actual things which have happened. If you take your class on a trip, they will be able to draw some simple things they remember from their experience.

Six is an age when a high rate of absenteeism can be expected due to illness. Childhood diseases and common viruses tend to be spread in this first full year of school. Be prepared for sporadic attendance. It is advisable not to design projects which depend on the same children being present for a number of weeks in a row.

Sixes Have Emotions!

Six-year-olds have a wide variety of emotions including pity, jealousy, and some degree of sympathy. They remember the occasion for an emotion longer than preschoolers, and most of them have fair control of their emotions.

Expect them to show pleasure and excitement noisily. Be prepared for them to show aggression if they do not have enough materials to work with. Make sure you have adequate supplies handy so that they do not have to wait too long for a pencil or scissors.

Sixes can learn that God cares about them at all times—when they are afraid or lonely or jealous as well as when they feel loved and happy. A number of units reflect this gospel truth. In particular, “God’s Care of Us” deals with typical fears of six-year-olds (fears related to sickness and accidents, darkness, nightmares and imaginary creatures, strange animals, and the absence of people who provide love and security). The unit helps the children appreciate God’s care when they are afraid. He understands. He gives people to help children and love them.

It’s important to deal carefully with topics and events that can be fear- or guilt-invoking. God’s judgment, for example, makes good sense to an adult who understands it in the light of God’s grace and forgiveness in Jesus Christ. But for the six-year-old it can be a worrying and frightening idea. Emphasize God’s love for your Sixes. Help them build trust and confidence in God. Assure them that he loves them even when they do wrong. Then, as they grow older, they will be able to wrestle with wrath and judgment in the firm context of the gospel of love that they know.

Sixes often are sensitive to suffering. Dramatic portrayals (whether pictorial or verbal) of suffering,

death, crucifixion, and so on, can be upsetting to your pupils. Before you choose words or pictures, ask yourself how they will come across to the children. Your role is to help your first-graders build that confidence in God’s love and care which will help them cope with fear and suffering. Carefully chosen words and pictures can build confidence.

Relating to Others

Sixes are egocentric—that is, *self-centered*. This is not deliberate sin or selfishness. It is sheer immaturity. The six-year-old sees things from his or her own point of view, not that of others. In another year or so that will begin to change. But you should not expect your pupils to see the point of view of others as yet. Sixes see an action as kind from their own standpoint. Sometimes they will ask you to do things for them without recognizing that you are busy. They will call other children by nasty names, but be unable to take it if they are called names in return. “Do to others as you would have them do to you,” implies an understanding of the feelings of others which Sixes are not yet able to grasp.

Be tolerant of the child’s stage of development. Try to take it into account in discussion times and in situations calling for discipline. “In our class we don’t kick each other,” is much better than saying, “But Heidi, think how Eric feels!” Heidi can understand your rule of “not kicking.” But she really doesn’t know how Eric feels and it isn’t realistic to expect it of her.

The family is still the main group in the lives of six-year-olds. They find satisfaction in doing things for others at home, including the care of younger children. However, they are often impatient if others get in their way (e.g., a younger child interfering with an activity). Sixes can participate in family chores and often enjoy doing so as a treat or game. By age ten, they may see the same tasks as burdensome!

School is a big factor in the life of your Sixes. New skills are learned and Sixes shout, “I can!” Their self-assessment often seems overconfident. This will change as they receive more feedback on performance.

New values and standards are introduced through the influence of the day school. These are not always easy for children to deal with. Sixes need support and understanding. For some six-year-olds, Grade 1 is the first major experience of competition and evaluation. Their performance is compared with others in their own age group. And the comparison is not always favorable. Your pu-



pils need praise and encouragement. If failure has been their experience at school, there is all the more reason for an accepting and encouraging atmosphere in the church school class where your attitudes tell the children that God loves each one just the way he or she is.

Sixes form friendships on a one-to-one basis. Such friendships are frequently short-lived. Boys and girls still mix together, but "best friends" are usually of the same sex. Don't be surprised at the turnover among "best friends."

Encouraging one-to-one relationships is an important part of church school. Most units give opportunity for children to mix informally or to work at similar tasks. You will find that for some of the time Sixes prefer to work side by side doing the same things. In other activities two or more children may work together to accomplish a task.

Sometimes a unit includes a game. You may be surprised that playing games is recommended for church school. Don't underestimate their value! In play your Sixes learn as well as have fun. They discover things they can do. They learn relationships with others.

Sixes engage in games involving group participation. They learn to follow a leader and to take the lead. They practice waiting and taking turns. Some Sixes have more comprehension of what "winning" a game means than do others. Many are at the stage where, "As long as I take part and have a good time, I have won." Therefore, non-competitive games are more suitable for first-graders.

While friendships change frequently at this age, you may notice a child who always seems to be a loner. This is not necessarily a bad thing. Some children prefer to be by themselves and are quite happy about it. However, if the child seems unhappy about being left out, you may need to help. Ask yourself if there is a task which you could

assign to two or three children who can work together. The loner can be made one of them. Or perhaps there is some skill which the loner can contribute to the class which will increase his or her standing in the eyes of the children. Casually make an opportunity for that child to use it. If it seems to be the loner's behavior pattern that causes rejection from the other children, you may need to suggest new patterns to him or her, privately and gently.

You are a very significant person for your six-year-olds. Your attitudes and acceptance of them are even more important than the attitudes of the other children. Your pupils will act in part to win approval from you. Your warm encouragement and support and individual attention are very important to them. To the children, you represent in large measure the grown-up church. Through your love they learn that the church loves them. Through your love they feel the love of God for them.

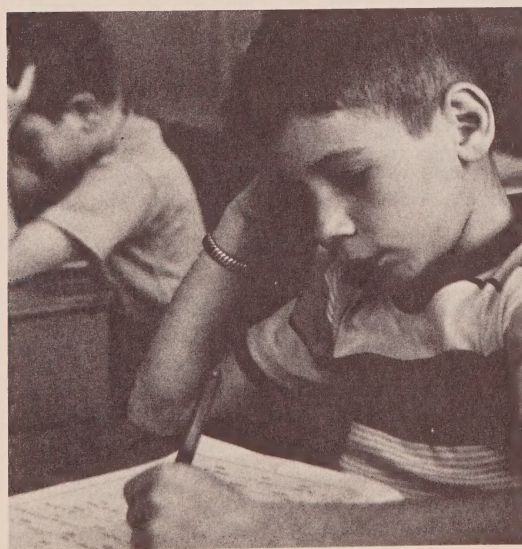
Your Sixes belong to the church. They can understand that the church is more than a building. It is people who love God, worship him, listen to stories of Jesus, and help others in particular ways. They are part of the church and can do these things in their own way as young church members. Your warmth and love and the relaxed happy atmosphere in your class tell your Sixes (more than words can) that they belong and are loved as members of the Christian community.

Before concluding this section on relating to others, it is important to note that Sixes relate to the wider community of society through the public media, particularly television. Some of what your pupils gain is, of course, distorted or misunderstood. Much is retained. Encourage children to volunteer ideas in class which they have learned from television.

Two New Skills

Two of the skills which first-graders acquire, and of which they are very proud, are reading and printing. Don't expect too much of your pupils with regard to either skill. It takes weeks and in many cases months before they have much ability. The children will soon let you know what they *can* do, and that is better than setting standards they cannot reach. Although they may be working through some primers at school, this may not mean that they can read such a book without adult guidance.

Be sympathetic. Praise them when they read even a short sentence or recognize an unfamiliar



word. Help them when they find difficulty with a word. Be prepared to read a song chart for them and show delighted surprise if they do it themselves instead.

In the introductory unit for the year, no reading skills are assumed. However, since all other units can be used at any time in the year, song charts, and simple sentences are often included. Introduce

these gradually as the year progresses according to your pupils' abilities. Remember that a unit you use in October is being used in another church in May; clearly much more can be expected of reading in the latter part of the year.

In day school your pupils will not learn many of the words you would like them to know for church school songs, prayers, and Bible verses. One of your tasks this year is to help your Sixes learn words such as *God, Jesus, Bible, church, and pray*. Some of the units have puzzles, games, and other ways to help your pupils learn some of these important words related to the Christian faith.

Writing skills develop throughout the year. Six-year-old printing may appear clumsy, large, and uneven. But remember to praise it! Sixes find it much easier to print on paper with wide lines than on unlined paper. They can copy words which you print for them. Use the style recommended at the end of Chapter 3. Sometimes Sixes will dictate something for you to print for them. If you have a typewriter, they will be overjoyed if they may dictate a short "story" and you type it for them!

More Things They Can Do

The spoken vocabulary of six-year-olds is much greater than their reading vocabulary. In fact they are probably using about 4000 words orally. They are interested in new words, long words, rhymes. They will help make up simple words to songs if the words don't have to rhyme.

First-graders enjoy singing, but do not expect them always to hit the notes accurately. They can keep time to music with your help, and will enjoy clapping or using musical instruments. (See Chapter 4, "Using Rhythm Instruments.")

Sixes can dramatize their own experiences in play but need adult help to dramatize stories, especially with, "What do I say now?" (See Chapter 4, "Spontaneous Drama.")

Sixes enjoy puzzles such as tracing simple mazes, linking numbers to form pictures, and putting word pieces into the right order to form brief sentences. They can identify simple contrasts ("A bird flies, but a fish . . .") and can distinguish simple differences and similarities. Differences are identified before similarities.

Six-year-olds often find it difficult to discuss without helps. It is easier for them to draw a picture and tell about it, or to respond to a visual aid and say what they like or don't like, than to discuss "out of the blue."

Firsthand sensory experiences are valuable for Sixes. Let them handle and listen and smell and taste and explore whenever it is appropriate.

You may be able to use your children's hobbies to good advantage. Some of your children may have started collections of items from the natural world—stones, leaves, feathers, and so on. Consider possible uses for such collections in a unit on God's world.

Six-year-olds are proud of the work they do. They will enjoy taking it home when possible. If you keep some of their work to refer to throughout a unit, make sure you let them take it home at the end of the unit.

The Way They Think

Your Sixes are still limited in their ability to understand and appreciate many concepts. The Christian teacher needs to be particularly understanding here. So much of the Christian faith and the Bible include words and concepts which adults grasp fairly easily but which are above the heads of your pupils. You need to ask yourself constantly: Will my pupils grasp this? If they can grasp it, what is the *best* way to teach it for maximum understanding?

Sixes think in concrete terms—that is, in terms of what they can see and touch and smell and hear and taste, and in terms of specific situations rather than broad generalizations. So instead of “Love everyone in the world” (which is what we adults are used to hearing)—try, “Here’s a way of showing love to X. You could do the same thing for other people. Who can you think of?”

Use straightforward words with your Sixes rather than complexities such as analogies and metaphors. “God likes you, Peta, and you, John,” is much better than telling Peta and John that they are the little lambs of the Great Shepherd or the bright gems in the Redeemer’s crown!

Where possible, deal with things your Sixes personally know and experience such as their own neighborhood or situations they might encounter at home or school.

As you teach, keep in mind that your pupils’ understanding of God is necessarily limited. “Spirit” which has no spatial location is beyond their grasp. They think of God physically and spatially as having a body “somewhere.” Occasionally adults laugh or think this is cute. Your role as teacher is to be understanding or sympathetic. Accept this as the normal way Sixes think of God. Don’t argue when they draw God. After all, God himself planned that

we grow in our understandings. He loves children just as they are and is content with their imperfect understandings of himself. Let’s be content with them too! A more adult understanding of God will develop as the child matures.

Sixes tend to take things literally. “God made you,” can mean to them, “God made you exactly as you are with a fat nose and deaf.” Avoid statements which can be taken literally and which can give your pupils a distorted understanding of God.

Jesus is appreciated by six-year-olds as a special person who did wonderful things and was good and kind. They enjoy stories about him. The relationship between God and Jesus cannot be understood at this age. It is normal for Sixes to think of Jesus and God as having two separate bodies.

Many of the Bible stories deal with Israel and the Middle East about 2000 years ago. Six-year-olds cannot understand representations of spatial relations such as maps. Nor do they have a mature understanding of time. They accurately distinguish past, present, and future, but do not comprehend long time spans such as 100 years or 2000 years. Try instead such terms such as “far away” and “long ago.”

As Christians, we adults understand intrinsic right and wrong—that is, we know that some things are wrong whether or not anyone finds out that we ever did them and regardless of who says they will overlook them. We know that such acts or thoughts are things to be confessed and for which to be sorry. We also understand that intentions are vitally important in judging acts which are right or wrong.

But don’t expect your Sixes to understand right and wrong the way adults do. For one thing, six-year-olds tend to think of the *results* of an action rather than the *intention* behind it. So that Tom is naughty because he stepped on Carole’s crayons and broke them, even though Tom didn’t mean to. Whereas Petra is not naughty because she didn’t break Carole’s crayons, even though she wanted to. In addition, your pupils’ understanding of right and wrong is still tied very much to what is permitted by the adults who are most important to them and who are most likely to find out and punish them. Concepts of intrinsic right and wrong will develop in later years as the children mature.

These limited understandings may show up in class behavior. It is not uncommon or exceptionally sinful for Sixes to smuggle home pencils or crayons in their pockets. You can handle such situations thoughtfully and calmly by explaining that in our class we don’t take things which we haven’t brought with us. But don’t be surprised if someone occasionally forgets!

Six-year-olds are just in the beginning stages of distinguishing between fact and fantasy, imaginings and recollections. There is often a tendency to exaggerate, especially with regard to numbers. Dozens may easily become “thousands” or “millions.”

Sixes and the Bible

The Bible of course is written in adult language for adults. Careful presentation of biblical passages is necessary to help children understand the Scriptures.

Bible stories and passages in the units have been carefully selected so that they are within the comprehension of six-year-olds. Stories are presented in full in teacher guides, using language and emphases which can best be understood by your pupils. Sometimes verses are paraphrased to bring out the essential meanings in terms that children can grasp. This will help your pupils to understand the message—the Word—and avoid misconceptions that must later be unlearned.

Six-year-olds are unable to appreciate the span of history which is covered in the Bible or to remember many of the stories. If you can teach them simply that the Bible is a book about God and has many wonderful stories of Jesus and people who loved Jesus, that will be a sufficient understanding in the first-grade year.

Simply learning facts about the Bible is of little value in itself. It is when the learnings encourage the building of a personal relationship with God and are worked out in the child's everyday life that they become effective. Your pupils can learn that God cares about their physical well-being, their relationships with family and friends, their personal fears and joys and hopes and achievements. They can translate what they learn in church school class into daily living.

Specific concrete examples of six-year-old situations help the children make the translation into their daily lives. For example, “Be kind to one another” is a generalization which Sixes find difficult to grasp. But by patient and careful exploring together, the children can come to understand specific ways they can be kind to someone else, ways they can practice in day-by-day situations. If you can help the children to relate the Bible stories and verses in meaningful ways to their own lives, you will truly be bringing the Word to your pupils.

For points on using the Bible in class, see Chapter 3.

Sixes and Worship

Six-year-olds worship best in their class setting where worship arises out of stories and activities in the session and where concepts and vocabulary are at their level. At this age most prayers are brief expressions of thanks and praise. If petitions are offered by the children, they are often unrealistic and egocentric (e.g., “I’d like to play in the snow today; please God make it snow.”). On handling class worship, see Chapter 9.

Many Sixes also enjoy the drama and excitement of the church worship service. For some this may be true only for a short period of time occasionally. For others it could be the whole service on a more regular basis. Color, noise, music, crowds, and pageantry are more likely to appeal to your pupils than the intellectual concepts in the liturgy and sermon.

TEACHING TECHNIQUES AND PROCEDURES

CHAPTER THREE

Unplanned Learning

In all your teaching, there will be unplanned as well as planned learning.

Unplanned learning is what happens constantly throughout the life of your children. It is the learning that takes place regardless of whatever learning happens to be planned officially. For example, unplanned learning occurs when your children arrive on time and discover that you have only just opened the room and nothing is ready. They may learn that church school does not matter, or that punctuality is not important, or that you are not concerned that their room be ready for them and look inviting. Whatever learning occurs, in this instance, it is certainly not learning that you planned. Nevertheless, it can affect behavior and attitudes.

Fortunately, not all unplanned learning is negative. Your pleasant disposition and love for children may have led you to put an arm around a child and give her a squeeze, or say a pleasant word. You were not aware of it, but the child learned by that act that she was important to you and to the church.

There are ways you can detect unplanned learning. Watch for comments or behavior that indicate whether your children enjoy the class. Encourage them to tell you why. Build on what you learn. If comments or behavior tell you that children have learned negative things, be sure to do your best to help the children unlearn what they have learned. If Leslie indicates that she doesn't care whether she gets to church school on time because nobody worries if you start late, you might start arriving fifteen minutes earlier each week, have the room ready, and let the children know that there will be precession activities for them to do if they arrive early.

Most of your teaching will involve planned learning. The following pages will give you some hints about planned learning experiences for your first-grade class.

Creating Atmosphere

It is important to create a classroom climate in keeping with the gospel of Jesus Christ. That is, it ought to be a climate of love and acceptance where each individual member feels valued.

Your words, gestures, and attitudes can indicate love and acceptance. A smile, an arm around a child, or a verbal affirmation can restore broken relationships.

If you are able to admit mistakes, children will feel freer to admit mistakes also. If you believe that we can learn from our mistakes, they will be led to adopt a similar view. If not being able to read well is acceptable in your class because in loving concern you provide other means whereby the children can learn, they can relax. Church school is not primarily aimed at achievement. It is a place where the relationships of the gospel are to be fostered. Enabling children to develop at their own pace, encouraging, praising, and loving, establish an atmosphere in line with God's gracious love in Christ.

An important part of class atmosphere is room setup. In the new units this is intimately related to the use of activities, so a section on setting up your room is provided in Chapter 5. Read this carefully whether or not you plan to use interest centers.

Using Resources

The teacher guide is your basic tool for teaching a unit. It is not meant to be a binding, limiting prescription which you must dutifully follow. Rather, it is intended to provide you with suggestions that help you reach the unit objectives. Feel free to choose and to add your own ideas. Make each unit your own. A good start in this direction is to read the guide from cover to cover to gain an overall perspective of the course. Underline and jot down notes to help in your planning.

Decide your approach to the unit in the light of the number of pupils, space, and time you have, and the style of teaching you prefer. Suggestions are given in each guide for 75, 60, and 45 minutes of class time. Optional teaching styles are offered.

Read the introduction to each guide carefully. It sets the stage for the unit, giving background, major objectives, and steps for preparation.

Session plans indicate the focus of each session, necessary materials, background, preparation, and a step-by-step outline of what you may do in class. Adapt the teaching plan to your own situation keeping in mind the unit objectives.

Many units have teacher resources that provide items to help you teach. If your church does not purchase the additional resources because of limited budget, be prepared to substitute your own items for those suggested. The teacher guides assume that you have what is recommended or its equivalent. For example, if the guide says, "Use the flannelgraph figures in the teacher resources," and you do not have the packet of resources, you will need to make your own flannelgraph figures (see later in this chapter).

The materials in each kit are of good quality. Large pictures have been produced so that children can see them from a distance. You may want to use many of the items for more than one session. A particular picture may appeal to the children and you will decide to keep it on the wall for a few weeks. Make sure that you replace all items in the correct envelope, so that when you teach the unit next year, you will be able to locate them quickly and easily.

Some of the Grade 1 units have pupil materials. These items contribute to the effective teaching of the unit. Some are leaflets which the children take home to help further class learnings in the family setting. Some are pupil books which are used in class. Vocabulary and sentence length have been carefully checked so that the average Grade 1 pupil will be able to cope. Use pupil materials to the best advantage. And reuse them! An attractive book could well become an item in your book center in several other units.

Using Presession Time

Most units give guidance for presession time in which early arrivals have an opportunity to get to work or to look at items related to the session.

Plan to arrive early and set up your room so that you are available during presession time to talk to your children. This will give you invaluable opportunities to get to know your pupils and learn things that have happened during the week. It saves interruptions during class time and establishes a loving relationship with your pupils if you can talk about these things before class begins.

Presession activities help children settle down and feel at home. They also enable pupils to be actively involved as soon as they arrive. These extra minutes of learning and fellowship should be valued.

Storytelling

Most units provide stories as a learning medium. In a few units stories are not used because the most appropriate way of dealing with the topic is by input from the children themselves or from pictures or other means. Such units give guidance for conducting "input" times in sessions. They also use Bible passages so that the children receive biblical content even though a Bible story is not told.

Most of the stories in units are Bible stories. Stories help the good news of the gospel come alive. They are carefully chosen and told for first-graders in the teacher guides.

Tell the story. Don't read it. Study and learn it episode by episode. Prepare an outline of the story on a small card which you can hold in the palm of your hand. Practice telling the story to your family or in front of a mirror. Time yourself. A good rule of thumb is one minute for every year of the age of your hearer. So six to seven minutes is about right for first-graders. Most units suggest five to ten minutes to allow for individual variation.

At story time gather the children where they can see you and you can see them. A semicircle or circle is a good arrangement, the semicircle being preferable if you wish the children to see a board or chart as they listen. You might sit facing the children with your back to a wall to avoid distracting activity going on behind you.

If possible have your pupils sit on a rug on the floor. Many children are used to this in public school. Carpet squares or cardboard squares are good substitutes for a rug. Low chairs can be used if you prefer.

If the story involves difficult words, such as biblical names, write them on the board before you start the story. Let the children pronounce them. If necessary explain the meanings of unfamiliar terms in the story. Sixes enjoy pronouncing long names and unfamiliar words.

As you tell the story, use a normal tone of voice and avoid gesturing unless it comes naturally. Look children in the eye. Try to avoid "um" and "uh-huh." Remember that your hearers will be likely to enjoy a story if *you* enjoy it. Visualize the events and follow a clear sequence. End the story soon after the climax or turning point is reached. A good rule is, When you reach the end, *stop!*

Don't be upset if children interrupt you to comment on the story or to talk about a related subject. Pick up a child's comment and weave it into the story as you go. Occasionally a succession of interruptions may indicate boredom. Pick up the pace of the story and try to be more animated and enthusiastic.

To make the story more interesting, use a variety of storytelling aids. Some aids such as teaching pictures and flannel board figures come in your packet of teacher resources. Others you can develop on your own (see next section).

When using a picture, hold it at the children's eye level and be sure that those on the edge of the group can see. Instead of a palm card, you might tape notes on the story line to the back of the picture.

While biblical phraseology is often unsuitable for Sixes, it will help you personally to study the Bible passage as well as the story as told in the teacher guide. All Bible references are given in the guides so that you can refer to the original. Read the passage devotionally. Think about its meaning. Pray that your pupils will appreciate the story in their own way just as you appreciate it in your own way as the word of God to you.

Making Storytelling Aids

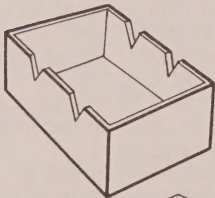
Teacher guides give directions for using storytelling aids in the teacher resources packets.

Here are a few ideas for making your own aids to supplement those which are supplied.

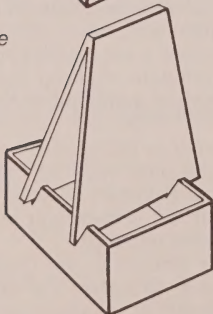
1. Flannel Board

To make a flannel board, use a piece of sturdy cardboard, thin plywood, or Masonite approximately 27 by 33 inches. Securely tape, glue, or staple to the board a 30- by 36-inch piece of white or light-colored heavyweight flannelette.

Stand the flannel board in a upright position on an easel or chair or on a table against a wall. Or make a simple base with notches and to hold the board.

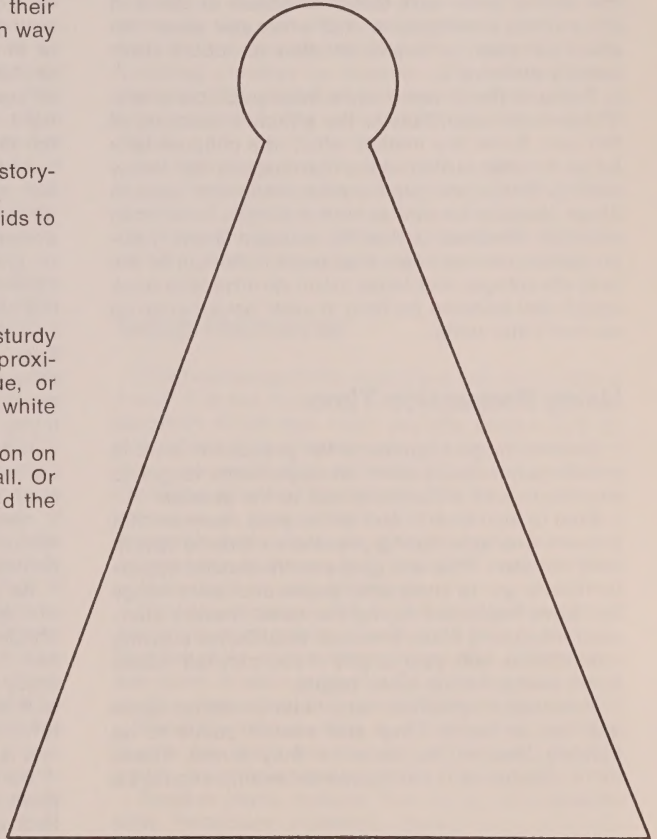


base



flannel board on base

Make your figures by pasting magazine and catalog pictures on heavy poster board or cardboard. Or trace this pattern on poster board or heavy construction paper.



Cut out the figures and glue a strip of flannel or sandpaper to the back to make the figure adhere to the board.

You might make background items such as trees, grass, lakes, and houses in a similar way. Or you can draw a background on the flannelette with chalk or crayon. Chalk makes a soft pretty background but can be messy. Crayon has a cleaner look and lasts longer but is not as blendable. Make backgrounds simple so they are applicable to many stories. Sky, ground, a hill or two, and a few trees are plenty for an outdoor scene. Have an indoor

scene also. And perhaps one piece of blank flannelette for the story which has an unusual setting.

If you don't have flannelette or flannel for your board, use felt. If you can't make a board, staple or tape the flannel or felt to a cardboard box, bulletin board, or wall. Or use a loop of masking tape to attach figures to a large sheet of poster board.

Practice at home before telling the story to the class. In class, place the flannel board at the children's eye level. Place the figures on the board as the characters are introduced, and move them to indicate movement in the story. Afterward the children might want to retell the story or make up a new one using the board and story figures.

2. Stand-Up Figures

Follow the procedure for making flannelgraph figures. Instead of gluing sandpaper or felt to the back, attach each figure to a small block of wood or to a popsicle stick stuck in a lump of clay, so it will stand upright. Move the figures as you tell the story.

3. Your Own Filmstrip

You can make your own filmstrip by printing or drawing on "U" film available from Fortress Church Supply Stores. Soft-leaded colored art pencils are best for use on the filmstrip. Felt-tip markers also work acceptably. "U" film is reusable. Eastman Kodak sells clear leader in thousand-foot rolls.

4. A Slide Story

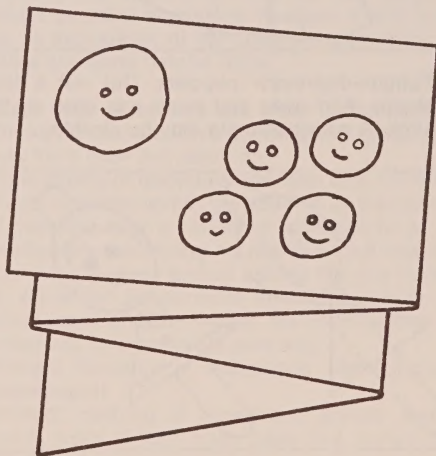
Kodak makes Ektagraphic write-on slides which are reusable if washed soon after with a soapy rag. Use soft-leaded colored art pencils to draw on the slides. Felt-tip markers or ball-point pens also can be used. Slides can be purchased from Fortress Church Supply Stores, other educational suppliers, and photographic stores. Develop a narration on a tape recorder to accompany the slides.

5. Instant Illustrations

To highlight a simple story, illustrate as you tell it. Draw stick figures or other very simple illustrations on a chalkboard. You can add and erase as the story progresses.

6. Television Box

Cut two slits about 8 inches apart (and 6 to 8 inches long) down the front of a box. The slits should be wide enough to pass your finger through. Draw on a continuous length of paper the events of the story. If the slits are 8 inches apart, then that will be the size of the "frame" for each picture. The paper used to draw on should be about 7 inches wide and 4 feet long. If sections need to be taped together, use transparent tape all the way around the splicings or else the strip will tear as it is pulled through the slits in the box. Broad felt-tip markers are good for the artwork. Your drawings can be very simple. For example, Jesus talking to four disciples might look like this:



When completed put the whole roll in the box, run the first scene out through one slit and into the other and then begin pulling as the story is told. Save the story strips for use by children who come to class early.

7. Puppets

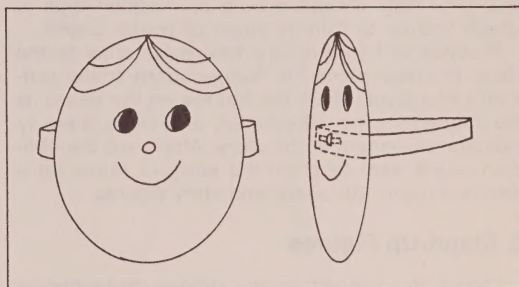
Puppets make a story come alive. Here are some simple-to-make puppets:

- a) Paper-bag puppets: Draw and color or cut and paste features onto a paper bag. Use the bottom of the bag for the face and the fold for a moveable mouth.
- b) Paper-cup puppets: Make a hole in the side of the cup for the figure's nose. Be sure it is large enough for your finger. Draw eyes and

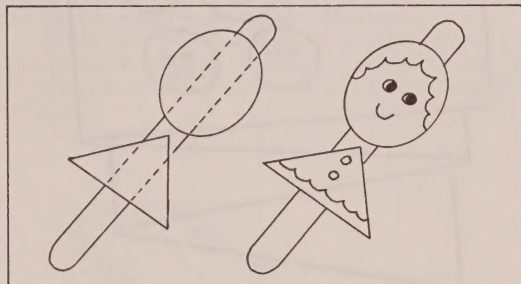
mouth with a felt-tip marker. If you are using a felt-tip marker on a wax-finish cup, first rub the cup with a soapy cloth. Glue on hair made from strips of paper or pieces of yarn. Make three holes in a small piece of cloth. Place over fingers to make the body.



oval with a brass paper fastener which also forms the puppet's nose. The paper strip holds the puppet in place in the palm of your hand.



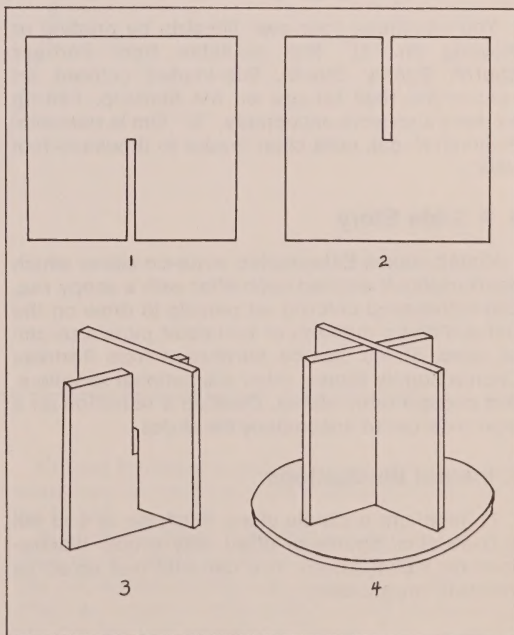
- c) Tongue-depressor puppets: Cut out a face shape. Add eyes and nose and glue to the stick. A paper triangle may be clothing.



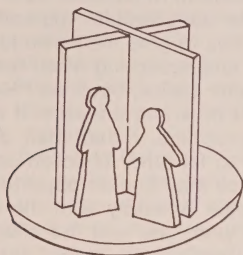
- d) Box puppets: Use cereal boxes or other rectangular boxes. Turn the box upside down so that the open end is at the bottom. Trim flaps. Cover with plain paper. Paint, cut and paste, or color features on one side. Use round tubes for ears or a nose, or portions of egg cartons for ears. Put your hand in the open end to manipulate the puppet.
- e) Palm puppets: Cut an oval shape from paper. Draw eyes and mouth. Cut a strip of paper half-inch wide and long enough to fit around your hand. Fasten the ends of the strip to the

8. Turntable Scenes

If you have a lazy susan or other turntable, divide it into four by placing on top of it two pieces of cardboard fastened at right angles like this:



Now arrange small plastic dolls or figures to make a scene in each of the four compartments like this:



Tell the story using the scenes.

9. Household Items

In a contemporary story, many common household items can be attention getters: "Who has seen one of these? What's it for? Today's story is about a girl who received one for a birthday present."

Guiding Activity Time

While all parts of a session are, in a sense, activities, most sessions provide for an "activity time" when children reflect on learnings by drawing, reading, making things, examining items, writing, doing puzzles, and so on. The basic philosophy behind the use of all such activities is that the best way for children to learn is to be actively involved in the process. Sixes enjoy doing things with their whole bodies or with their hands. They like to work with all sorts of media.

Activities are not a way of filling in time. Nor are they primarily aimed at producing something for the child to take home as a memento, although this in fact may happen. Activities are primarily a way for the child to learn and are an integral part of the session. They can reinforce the story. They can be a means of expressing feelings. They can help the child learn relationships. They can help the child explore new understandings. They can express response to God.

Activities are also a way of providing you with feedback. By looking at what the children do, you can learn a great deal about their likes and their dislikes and about what they have learned or misunderstood.

Activities are not something done by you for the child. They are something done *by the child*. Your role is to encourage, to provide the materials and setting, and to be available for help when required.

Because six-year-olds vary greatly in interests, abilities, and the pace at which they work, most of the units offer a selection of activities which may be done simultaneously (see Chapter 5, "Interest Centers"). However, if you wish, you can select from the activities one or more which your whole class can do together. Whichever way you work, the important thing is that the children be actively involved.

Do not judge activities by the finished product, but by the process or the experience of doing the activity. Planning, working, and carrying out the activity is the important thing. Do not judge the product by adult standards. Respect it and praise it as an expression of the child's individuality.

Here are some helpful hints:

- Make sure directions are clear to the children. Give directions before passing out supplies so you have their full attention.
- Have plenty of materials and take care of them.
- Keep activities within the abilities of the class.
- If possible offer a variety of activities so all can participate according to abilities and interests.
- Try out a project before asking the pupils to do it. Allow the pupils more time than it took you.
- Encourage a child to use his individuality and creativity to work in his own way.
- Protect furniture if necessary. Use plenty of newspaper!
- Protect clothing if necessary. Simple smocks made from plastic trash bags are handy. (See Chapter 4.)
- Make provision for wiping dirty hands, for example, a supply of damp paper towels or a basin of water and towel.
- When the child has done his best, praise him whatever the best is like.
- Warn children at least five minutes before clean-up begins.
- Welcome suggestions for new activities from the children. Be glad that they are interested enough to offer ideas.
- Be willing to try new things.
- Listen carefully to what your children say verbally and nonverbally about an activity. By ignoring an activity, they may be telling you they don't like it.

Planning Projects

Projects in Grade 1 units are of two kinds. The first is simply an extended activity done by an individual child. It may extend over several weeks. The second kind of project involves the whole class or a large group of class members in planning an extended operation which they will do together (such as making things to take on a visit to a shut-in).

Projects may take time and effort. But you can be sure that they are a valuable opportunity for the children to engage in a worthwhile activity which is longer and more enduring than the usual class activities.

Choice and children's planning are important in a project. Children's ideas should be taken seriously and encouraged. Children who are involved in planning are more likely to be interested in the carrying out of the project.

Handling Discussions

Many sessions include a brief conversation time. Usually about five to ten minutes is suggested as the time slot for a class discussion. First-graders do not sit for long periods. Nor do they carry on long discussions. Here are some hints for conducting discussions:

1. Let the children sit in a circle. This allows all children to see, listen to, and respond to each other's comments.
2. Unless the topic is something with which the children are very familiar (such as, "What I did today before coming to church school"), it is helpful to have something for the children to listen to or look at to get them going. A picture, a poster, a tape recording of sounds, or a common household object can be a starting point. "Who has seen one of these? Tell us about it." "Who has felt like this? Tell us what happened." A picture may help the children understand what you are asking. It may remind them of a situation they have experienced. And it becomes a focal point to look at which can help relieve the embarrassment of looking others in the eye when describing feelings.
3. Don't repeat children's contributions; respect their tone of voice and phrasing. You may quote from their comments later (this builds respect), but do not parrot what they have just said. Parroting says in effect, "You are not

good enough; your voice is poor and you did not choose the right words. My ideas are better."

4. Don't have the children talk to you all the time; encourage them to respond to each other.
5. Talk as little as possible yourself. Children should feel free to give their own ideas.
6. Be as open and accepting of all responses as possible. Some topics, such as "How I feel," have no right or wrong answers. If a comment seems inappropriate, rather than deal with it yourself, try to let other children comment on it in class. You may find an opportunity to discuss the matter privately with the child later.
7. Early in the year, you and the children might determine a few simple "rules" for conversation times: such as, each person can have one turn (including yourself); only one person can talk at a time; indicate when you want a turn (decide what sign you will use to indicate this); everyone must listen carefully and not interrupt; each can have a second turn if there is time after everyone who wants has had a turn.
8. Try to keep in the background and take your turn only after the children have said all they have to say. However, if a discussion gets off to a slow start, you may decide to take your turn first to show the children how to go about the topic.
9. Give the children a few moments to think about what they want to say before you ask for someone to begin.
10. At the beginning of the year, or when dealing with a topic which may cause self-consciousness or embarrassment, children may like to use puppets or masks to join in discussion.

Questioning

Phrase your questions so they require more than a *yes* or *no* answer. Use *how*, *why*, *who*, *what*, *where*, *do you think*. After asking a question, give children time to think.

When the children respond, accept their answers. Deal tactfully with a wrong answer that draws laughter from other children. If you respect each answer, the children are likely to follow suit.

If the answer is not the one you anticipate, accept it and try to rephrase the question to get a better answer. But beware of looking for the "right" answer. Often there are many right answers. "Yes, but that wasn't what I was looking for," really says, "That was a wrong answer. Only *my* answer is right." To accept a child's answer says, "Your ideas are valued and important." And that in turn

says, "You are valued," which is part of the gospel message we wish the children to hear.

Teachers differ in the way they like children to indicate a desire to respond to a question. Some with larger classes prefer children to raise hands and wait for permission to speak. Others feel that an interested child will quickly catch their eye and simply nod to let her know she has the floor. In a very small class children may spontaneously reply without any danger of several talking at once.

Whatever method you choose, let the children know about it early in the year. It is a good plan to ask what they prefer. You may like an informal approach, but if the children are used to raising hands at school *they* may feel more comfortable with that approach in your class also.

Conducting Field Trips

In some units field trips are recommended. There is always an optional activity provided in the teacher guide in case inclement weather or lack of transportation prevent you taking a trip. But do not take the easy way of using the optional activity every time. A field trip can be a very rewarding learning experience. Children will talk about it long after they have forgotten many other experiences.

Some trips are very brief, such as a look at God's work of creation by going to see a nearby tree. Others are further afield, as in visiting a shut-in.

If you plan to leave the church grounds for a trip, you will need to obtain permission slips for each child. Check to see if your church already has a standard form. If not, the following could be used.

_____ has my permission
to go on a field trip to _____
with his/her Grade 1 church school class at
_____ Church.

_____. Date

Parent or guardian's
signature _____

Other hints for planning a field trip:

1. Visit the site before you take the children. Check for safety hazards, the best time for a trip, availability of restrooms, and amount of time needed.

2. If you walk, determine the safest route.
3. If you use a church bus, arrange with the church office in advance. If you go by car, arrange for volunteer drivers.
4. Take a list of your children's names with you if your group is large or if you don't know them well yet. This list will help you check at regular intervals whether all are present.
5. Take plastic or paper bags if the children are to collect things.
6. Let the children go to the restroom before the trip.
7. You may wish to take along a Polaroid camera or tape recorder to help children remember and share what they have learned.
8. If you are walking, stay at the head of your line of children so you can control the direction and speed at which they move.
9. Let the children know in advance if they should wear old clothing.
10. If you have helpers, tell them the reason for the trip and the duties they all have. If you have more than one helper, suggest that they spread themselves among the children and talk to them while they are on the trip.
11. When all children need to see something on the trip, form a circle. Practice in class before you go so that all you need to say on the trip is, "Let's make a circle so everyone can see."
12. Help the children understand that a trip is not a time for free play. Don't be afraid to say no. Children appreciate knowing what they can or cannot do. Telling them shows that you care. Only allow children to handle objects if you know it is permitted.
13. If you have been to someone's home, or someone has acted as a guide or host for the trip, have the children dictate a thank-you note. Print it for them and have them sign it. Mail it as soon as possible.

Using Resource Persons

Some session plans recommend bringing a person to class as a resource. This person may give a talk or bring objects to show the children or help the children make things. There is always an option in the teacher guide so that you can still successfully teach the session if you cannot obtain the recommended resource person. However, if possible ask a person to come. A new face interests the children and often excites an eager response.

A resource person often has expertise which you cannot be expected have. The experience will enrich your program.

Warn the person that first-graders are limited in their ability to understand vocabulary and to concentrate for long periods. Visitors sometimes take much longer than you or they expect. Let the person know that you spend no more than five to ten minutes talking yourself. This indicates the time they will have and lets them know you are not unduly cutting them short. Encourage your resource person to bring things for the children to touch, smell, feel, taste, see, or hear.

Be sure to tell the children in advance that the person will be coming. Let them know the behavior you expect of them. They will feel more at ease if they know that they are free to ask questions and to talk to the visitor.

On the day, introduce the visitor to the class, and if your class is small enough, the children to the visitor.

Make sure that you and the children write a thank-you note to the resource person after the session.

Using the Bible in Class

All of the Grade 1 units have solid biblical foundations. Every session has some reference to a Bible story and/or passages. Many stories are about Jesus or life in his day. Bible passages and verses from both the Old and New Testaments are used. In Chapter 2 we looked at the Bible in relation to the six-year-old's developmental level. Chapter 9 has worship suggestions which include reference to Bible verses and stories. Here are some general hints on using the Bible in class.

It is important that your children learn to respect the Bible as a special book, an important book, because of what it tells us about God and Jesus. They will not be able to read from the book. They are not used to reading paragraphs. The style of printing they are used to is probably different from that found in most versions of the Bible. And the vocabulary is beyond them. But you can use the Bible in class in a way that will help the children to sense its importance.

When you tell a Bible story or use a Bible verse, open the Bible at the place where the passage is located. If it is a verse, read the paraphrase slowly and let the children know the verse is from the Bible. If you are telling a story, show the children the place in the Bible where it is written. Then tell the story using whatever teaching aids are applicable.

While the children cannot read directly from the book, you can help them appreciate paraphrased verses in several ways. One is by reading verses to them. A second is by printing the verses on poster board. Use bright colors. Let the children decorate the posters. Put them on the walls. First-graders are eager beginning readers. They will look at the words as they go about their activities. The words are silent reminders of what you are teaching. A number of units include illustrating Bible verses as an activity.

Since the six-year-old's comprehension is limited, the number of biblical concepts used in the unit is also limited. Some concepts are repeated in several units although the activities and method of teaching are different. You might keep Bible verse charts and refer to them off and on throughout the year whenever you feel they are appropriate. Rote memorization of words is not encouraged but repeated use of similar phrases helps reinforce the learnings.

Six-year-olds love to sing. Many of the teachings in the Bible are reinforced by the songs suggested for worship. You may of course choose songs of your own, rather than use those suggested in the session plan. If you do, bear in mind that the songs suggested are often chosen to reinforce the Bible teaching and select your own accordingly.

Evaluating

There are two ways to evaluate your sessions.

The first is by yourself or with your team teacher or aides. Look at each of the objectives for your unit or session. Then think about each child in your class and ask, "What things indicated that the objectives were met?" Sometimes the answer may be very clear. Many of the units give hints on pupil responses which may indicate that the objectives are being met.

At other times it will be difficult to tell whether or not an objective has been met. Susan may have listened quietly and attentively. But was that because she was enjoying the story or because she was merely being polite? Perhaps she didn't choose any of the activities which let you know her reaction to the story. Then ask yourself, "Was there anything to indicate that the session objective for the story was definitely *not* met? Was anything said or done that would indicate a total lack of understanding?"

When evaluating remember that many learnings occur that you can never assess. Attitudes to God

and Jesus and feelings of love and trust that you cannot detect at this time may be implanted and will bear fruit in later years. Your task as a teacher is to be faithful and do your best. Sometimes your results will be known only to God.

A second type of evaluation is pupil-teacher evaluation in class. This does not mean that the pupils sit down in the same way adults do to consider whether they and you met the objectives for each session. First-graders are limited in their ability to evaluate. But they can provide you with valuable feedback. It will help you to know how they are responding to the learning situation which you set up. Listen carefully to what they have to say. Taking account of their opinions tells them that what they think really matters.

Keep pupil-teacher evaluation simple. Use carefully formulated questions to get maximum return. Ask your pupils such things as, Did we work well today? What did you enjoy best? Was there anything you didn't enjoy doing? What can you remember best about today? Is there something that you would like us to do in class that we have not done yet?

You might tell your children at the beginning of a session what you hope to achieve. In many cases it is possible to do this quite simply. For example, "Today we are going to talk about how Jesus was kind to people" or "Today we are going to learn

some new ways to be kind to other people." The pupils then know where you are going. It also helps them understand why you don't play their favorite games in every session. They know you have a purpose in mind.

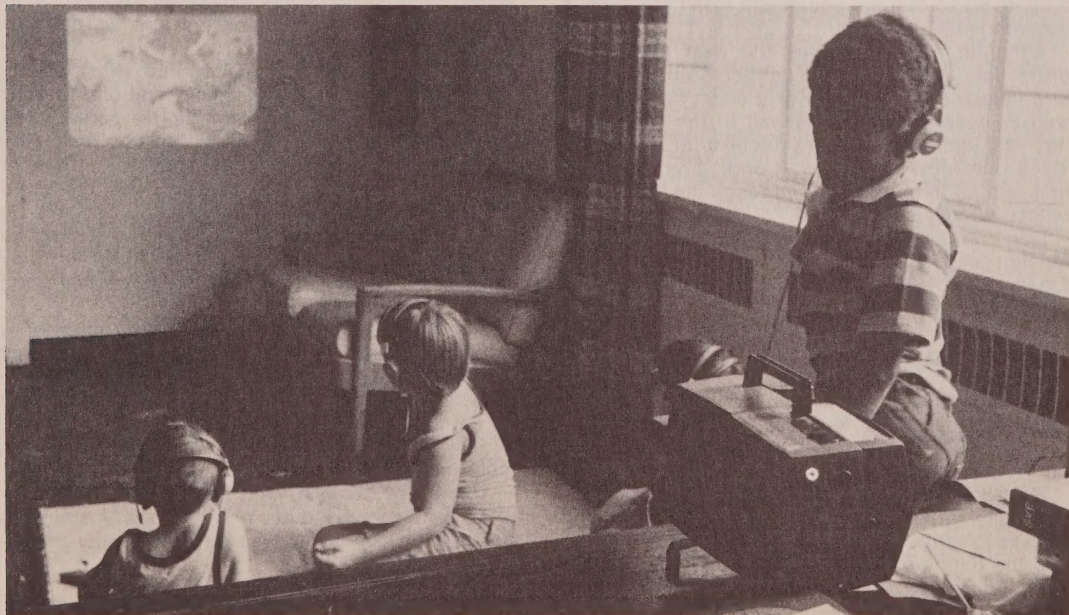
Also be alert to informal feedback from your pupils. Boredom or disruptive behavior may indicate that you are not meeting the pupils at their point of need or greatest interests. Nonverbal communication of this kind can be very eloquent. Equally eloquent can be the groan of dismay at clean-up time which indicates that the pupils are so involved that they wish the session could go on.

Using Audiovisuals

Before using a filmstrip or other audiovisual with the entire class, briefly introduce it. After the presentation, use your own judgment about discussion. Sometimes it's necessary; at other times discussion can dull the impact of a really good story.

Preview all films, slides, filmstrips, filmstrips, records, and cassette recordings before using them in class to ensure that they relate to the unit theme and are appropriate for first-graders.

The teacher resources for some units have filmstrips or records. A filmstrip has twelve or thirteen



frames and is really a short filmstrip. Records in the teacher resources include songs for the unit and sometimes sounds or music for use in sessions. Teacher guides give directions for using the audio-visuals which form part of the unit materials. You may be able to think of additional uses for them. Be sure to return records and filmstrips to the teacher resources envelope at the end of a unit so they don't get lost.

When using the small vinyl records in the teacher resources, use a loop of masking tape to hold the bottom of the record in place on the turntable. Remove the tape immediately after use or it will be difficult to remove later. Placing a piece of felt or a regular sturdy record underneath the vinyl recordings are other ways of helping it turn properly on the turntable. If the playing arm of the record player skips across the record, tape a weight across the top of the playing arm (coins will usually provide sufficient weight to keep the arm in the record's groove).

Before using any audiovisual equipment, be sure you know how to operate it. Read the instruction manual and, if necessary, ask someone who has used the equipment to help you.

Before class, set up the equipment you will use. Be sure that it is out of the mainstream of traffic and that cords and speakers are placed where people will not trip over them. Tie the cord around a table leg so that the equipment won't fall even if someone pulls the cord.

Although a screen gives the best results for projection, you can use a light-colored wall or a large piece of white paper or a sheet taped to the wall or bulletin board. The wall in the room with the least light and therefore the best for projection is the one with the window. If darkening the room, first turn on the projector and focus the first frame before turning out the light.

Don't be limited to audiovisuals provided in the teacher resources. Consider making your own. Use Ektagraphic write-on slides for drawing scenes from a story or for writing key words in a unit. Or make your own filmstrip with "U" film. (See "Making Storytelling Aids" earlier in this chapter.) You might use your own photographic slides to illustrate units about the local church and community and about nature. If you have access to an overhead projector, make paper figures and move them on the stage of the projector as you tell the story.

First-graders can use simple filmstrip projectors and cassette recorders on their own. They may also use record players but will need your help to find the bands on the records. Audiovisual equipment is especially useful in interest centers where

children work with little guidance from you. Spend time showing the children how to operate it. On cassette recorders put a red dot on the stop button and a green dot on the play button. Once the children master these, you might show them how to rewind the tape.

Discipline

Teaching Grade 1 has some advantages. One of these relates to discipline. Although there will be times when you will be tempted to doubt it, first-graders are generally more inclined to be obedient and to try to please the teacher than are pupils in some other grades. Nevertheless, discipline problems may arise.

The first thing to do when a problem arises is to ask yourself, What is the *reason* for the disturbing behavior? If you can ascertain the reason, it may be quite simple to remedy and the problem behavior will cease.

A very common cause of discipline problems is actual physical conditions. The room may be very warm or uncomfortably cold. The chairs may be too high for little legs to reach the floor. A child may be fidgety because he wants to go to the bathroom and is too frightened to ask. Or perhaps he is restless because he feels sick. Or perhaps he is bored because he cannot join in the exciting painting activities because his mother has warned him not to get his new clothes dirty.

Before you jump too quickly into angry words, consider whether the physical conditions in your classroom are causing the disruptive behavior. Is there something you can do? Can you make the room cooler? Or increase the heat? Or provide a story rug instead of the chairs? Does the child need your sympathetic understanding because he feels ill? Do you need to send home a note to parents asking them to send children in play clothes or provide them with smocks, so that good clothes are protected?

Another common cause of disruptive behavior is social in origin. Perhaps you have insisted that John sit next to a child he doesn't like. Or Susie may be especially noisy because she is sitting next to her best friend and they enjoy giggling together. A new seating arrangement which separates the culprits may be all you need.

Disruptive behavior may stem from an experience which occurred just prior to class. A spanking just before coming to church school may be the

reason for Jane's sulky anger and refusal to cooperate. Pre-session activities can help calm the child. Try to speak with each child in pre-session time so that you can encourage them to verbalize and share their feelings.

A very common reason for discipline problems is boredom. An activity that goes on too long or requires too long a period of sitting will produce restless behavior. So will activities which do not meet the needs and abilities of the pupils. A child who completes an activity quickly and has nothing else to do is ready for mischief. A child who cannot accomplish what is asked of him will soon find other things to do which he can accomplish! One child will find an activity interesting which another child finds boring. Providing a variety of activities allows each child to move at his own pace and do the things which attract him most. (See Chapter 5, "Interest Centers.")

Disruptive behavior can stem from the need for attention. A child whose work or answers are not as good as those of the rest of the children will seek other ways to get your attention. If a child experiences failure in weekday school and finds the same skills required in church school, the problem is compounded. The attention of an adult is very important to Sixes. Some children actually prefer negative attention and angry words rather than be ignored. Endeavor to provide activities which can be the source of success for each pupil. Is there something that even slow Tony can do? A special task? A class responsibility? An activity at which he will shine? Some children have special talents for singing or drawing or keeping things tidy. Some have hobbies which may interest other children. Can you provide ways for these talents and hobbies to be used in class?

The need for attention can arise from the child's home situation. Parental rejection or the arrival of a new baby may result in attention seeking. Try to give the child plenty of love and attention when he behaves as desired. Find occasion to praise him so that he does not need to use bad behavior in order to get your attention. (Also see "Visiting the Home" later in this chapter.)

Some behavior problems arise because children do not actually know what is expected of them. If you have never told your children that you would prefer that they remain within the classroom, you can scarcely punish them if one of them wanders out of the door. Or if your response to behavior is inconsistent, you cannot expect your children to understand what you do and do not expect.

Sixes need consistent and fair discipline. They need a few clear rules which they preferably have

helped to establish and which are not beyond their abilities. For example, Sixes are very active; a rule which suggests that they ought to sit still for long periods is totally unrealistic. Make sure that at the beginning of the year your children understand what is, and what is not, expected of them. Then you can fairly point out when they misbehave. Remember that what you will allow may be quite different from the expectations of their previous teacher.

Finally, there are the deep-seated behavior problems which need professional counseling. If you suspect that a child's disruptive behavior is quite abnormal, talk with your superintendent and pastor. Perhaps you will want to talk to the parents also. You might discover that the child is already receiving professional help through a school counselor or other qualified person.

Here are some suggestions for exercising discipline when the occasion arises:

- Always act in such a way that you show respect for the child. Sarcasm or ridicule have no place in church school.
- Try to exercise control in such a way that the whole class is not interrupted.
- A prolonged look (eye-to-eye) often is sufficient for disruptive behavior to cease without your having to speak at all.
- If this doesn't work, finish what you are saying and speak the child's name quietly and firmly. Perhaps you may need to add a sentence. "Susan, you're holding us up. We want to start worship now."
- More severe measures including sharper words, going to the child and sitting next to him (or having a team teacher do so), or moving him to the back of the class. (Please, not the front where he can perform for the rest of the class to enjoy!)
- If the child's behavior is so disruptive that you feel he must be removed from the room, take him yourself and place him in the care of an adult—the superintendent preferably, or perhaps the church school secretary or pastor. Don't leave the child to wander alone and create more mischief! You will probably want to talk about the problem with the superintendent after the session.
- Reestablish friendly relations and reinstate the child's self-respect by finding occasion to praise him or give positive attention later in the session.
- Once an incident is over, let it be forgotten. Don't refer to it again.

Dealing with Handicapped Children

Here are a few hints if you have a handicapped child in your class.

First talk to the child's parents. Find out about the particular disability, how the parents have worked with the child, what kind of precautions to take, what to do in an emergency.

If the child is involved with a special school or community program, you might try to contact that agency to learn about teaching someone with this handicap.

Do not call attention to a child's disability in class. Instead try to integrate the child into the normal class activities. If the handicap is extreme, he or she may need constant individual attention. Arrange for an extra person to help you.

If you want to know more about a disability, contact the organization in your community that deals with the handicap. Look in the telephone directory under "Social Service Organizations" or "Associations." Your local public library may have books which can help you. See also the bibliography in Chapter 8.

Visiting the Home

Visiting the homes of your pupils will help you to learn some of their family background. If you have a large class this may not be possible. If, however, you have a small class or a team teacher to share the responsibility, plan to visit the homes of the children at least once during the year.

Choose a time when the child is home so that you are able to see how family members react with one another. If you feel hesitant about approaching a strange family, take with you a pamphlet from a unit or some material from your pastor to give to the family. Most parents welcome the visit of the teacher and are eager to talk about their child. They will be glad to know that you are interested enough to spend twenty minutes talking with them about their offspring.

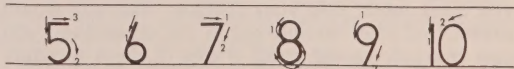
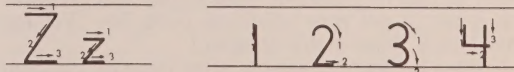
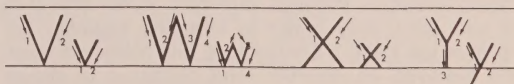
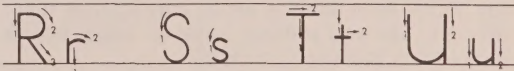
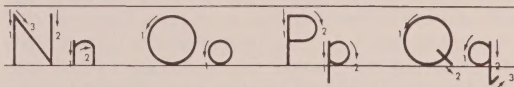
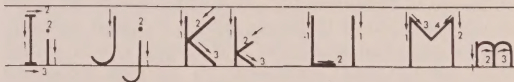
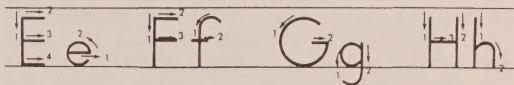
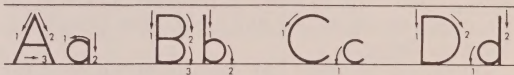
During the visit let them know that you are interested in their child as an individual and will do all you can to help him or her. If questions arise which you do not feel competent to handle, you may suggest that they talk with your pastor about the matter.

Printing Style

First-graders are just beginning to read. It is important that you make the task as easy for them as possible. One way to help them is to use the printing style with which they are familiar. Use it at all times—when preparing large charts and when writing a single word for a child to copy.

Print, or write in *manuscript* (e.g., *b*) as opposed to *cursive* (e.g., *ℓ*). If possible get a copy of the printing style used in the public schools in your area as some letters vary. For example, some systems use *M*, others *M*. Some *t*, others *†*.

Here is a guide to the printing style for first-graders.



DRAMA, ART, AND MUSIC WITH FIRST GRADERS

CHAPTER FOUR

Spontaneous Drama

Since their reading ability is so limited, it is best to use spontaneous drama with first-graders. Their trying to read words slows the process and hinders them in catching the flow of the story.

Six-year-olds are limited in the kinds of drama they can enact spontaneously. For example, role-playing an unfamiliar situation is something that older children can do but six-year-olds find almost impossible.

There are two kinds of spontaneous and informal drama which can be used with first-graders. The first is simply playing out something that has already happened to them. The child can mime with or without telling what happened. Or two or more children can act a simple, everyday scene which is familiar to each of them. "Show us what you look like when you eat dinner as a family." A mimed scene which is reminiscent of everyday play (such as playing house, and mommies and daddies) is quite natural for them.

The second kind of informal, spontaneous drama often used in church school is the reenactment of the session story. Some Sixes need encouragement to overcome embarrassment or shyness. Most will readily respond to dramatization. A few simple props to represent dress can be used. A tea towel fastened around his head with a piece of string is sufficient to make Robert feel he is a shepherd. A tablecloth draped loosely around the shoulders and pinned at the waist transforms Rosanna into Jesus' mother.

Remembering even a short story is not easy for first-graders. Often the best way for you to help them is to supply a simple narration. The children can mime the actions. Of course if a child volunteers to narrate, encourage her to do so.

You will find out soon enough whether your children enjoy supplying dialogue as well as actions. Many Sixes can do this successfully, although they may often look at you and whisper, "What do I say next?" You can whisper back, "How about something like . . ." Be ready to help them out at all times. It may be a new experience for them and they are easily embarrassed. When they ask for help, supply it in a natural and encouraging way.

Don't force a child to participate in a dramatization if he or she does not want to. Ask for volunteers. When the spectators have seen how their friends enjoy it, they may more readily participate the second time around.

Ask the children to decide how many characters are needed. Let them choose which characters they want to be. If you wish, you can have all the

class mime the major actions together first before asking for volunteers. If possible provide some crowd scenes so that those who do not wish to be major figures can still participate.

Give the narrative slowly and clearly, allowing sufficient time for each person to do what you say. Keep sentences short and pause so that the children can think of what they want to do and do it. You might say, "Zacchaeus was a short man. He wanted to see Jesus. He stood still and thought and thought. Then he looked around him. Suddenly he saw a tree. He ran to the tree and climbed it. . . ." And so on.

If the setting is informal and encouraging and the children know their performance is not being assessed, then they and you can relax and enjoy the dramatization. Keep in mind that it is the experience which is important, not the quality of dramatic production. Unless the children suggest otherwise, keep dramatization within the class group. Children often become self-conscious when performing before others and the happy enjoyment of the dramatization is lost.

Art

1. General

When children work on art activities, allow them to express themselves in their own way. Their products should be their own, not yours. If you are using a new technique, demonstrate or give instructions and then step back.

When commenting on a child's work, don't ask, "What is it?" Say instead, "Would you like to tell me about it?" This gives the child an opportunity to say how she feels about her work. It also gives her the right to say no.

Don't expect too much of the young artist. Some Sixes draw people who look like monsters to the adult eye!

When praising art, be sure to praise something real. A child can tell when he is being fooled. You might say how the painting makes you feel, "That makes me feel happy; red and orange are colors that make me feel good inside." Or you might notice something about the child's effort, "I remember you told me last week that you'd try a really big painting today. And you've done it. Let's put it up where everyone can see."

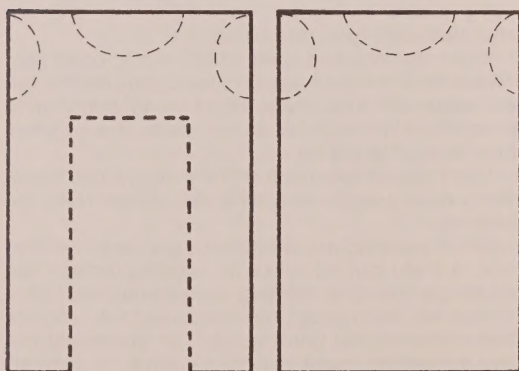
Listen to a child's art and what he has to say about it. A drawing or painting may be a response to God's beautiful world. It may summarize a happy

or sad or traumatic experience. It may describe deep feelings about people and things which are most significant for the child. It may tell you how a child has reacted to a story or a class experience. It may reveal how a child thinks of God, of the church, of himself. Or it may be sheer joyous self-expression.

Most children appreciate having their art displayed on walls or bulletin boards, but if a child resists, don't force him. Encourage the children to take their work home and share it with family members if they wish.

Have plenty of construction and manila paper, newsprint, picture magazines and catalogs, pencils, crayons, felt-tip markers (with washable ink), paints, paint brushes (half-inch to 1-inch width), clay or homemade play dough, yarn, string, glue, cellophane tape, scissors, and scraps of fabric. If you have these in large quantity, you will have to make only an occasional special purchase. Before class put out all needed art supplies.

Some of the most enjoyable art activities are messy, so have smocks to protect good clothes. Use men's old shirts with the sleeves rolled up. Or some church members may be willing to sew smocks for the children. Or make smocks from heavy plastic garbage bags. Since a whole plastic sack can be uncomfortably warm to wear, cut out most of the back, armholes, and hole for the head. Cut a plastic sash from the large discarded piece to hold the garment in place.



Back

Front

2. Painting

Tempera paint is the best all-around paint for classroom use. It is available at department stores, hobby shops, and school suppliers. By using liquid laundry starch as an extender, you can make it go a long way and keep it dripless. Just mix the starch and liquid or powdered tempera paint in screw-top baby food jars which can also be used to store the paint. To make pastels, first add white paint, then the colored paint. For brush painting the paint should be the consistency of cream. For finger painting use two parts starch to one part paint and add a little liquid detergent for easy cleanup. Wash out tempera paint stains first in cold water then in warm water.

Here are some ideas for painting:

- a) Finger painting should be done on wet glossy paper (e.g., shelf paper).
- b) Blow painting is done by mixing water and paint thinly, dropping paint spots on the paper, and then blowing at them through a straw.
- c) String painting can be done by dipping a piece of twine (18 inches) into paint and then placing it on one of the inside halves of a piece of construction paper folded in half. Allow about one inch of string to protrude beyond the edge. Fold over the top half of the paper, pressing firmly on it, and then pull out the string using the exposed piece.
- d) Sponge painting is done by dipping irregular shapes of sponges in the paint and pressing them lightly on the paper.
- e) Chalk painting is done by dampening drawing paper with a wet brush and using dry chalk to paint a picture. The finished work should be wrapped carefully in newspaper to carry home since it is messy.
- f) Soap painting is done by beating Ivory soap flakes and water in a bowl with an egg beater until very stiff (like egg whites). Apply mixture with either fingers or brush. If colored tint is desired, add liquid food coloring to water before mixing with soap flakes.
- g) Tissue paper painting is done by cutting or tearing shapes of various colors of tissue paper and placing them on a sheet of construction paper. The shapes may overlap. Lightly brush over the surface with clear water. Remove the tissue paper. The stains from the paper paint the paper.
- h) Crinkle painting is done by wetting thoroughly a brown paper bag which is cut to lie flat. Drop different colors of paint all over one

side of the paper. While it is still wet, crumple it as if you were going to throw it away. Open it out, let it dry, and press on the unpainted side with a warm iron.

- i) Sandpaper painting is done by placing a sheet of drawing paper on top of rough sandpaper and drawing on it with crayons. The surface of the sandpaper underneath the paper produces a grainy look.
- j) Paper towel painting is done with bold strokes using tempera paint or magic markers. Lines become fuzzy.

Music

(Much of this section is adapted from *Young Children Sing*.)

Music is an important part of the life of children. They express rhythmic patterns as they skip, run, jump, and climb. In the midst of play they sometimes sing a song they already know or a new song which they make up. They respond physically, mentally, and emotionally to music.

1. Music in the Classroom

Music is important in the program of the church school. Musical opportunities for learning include singing, listening, rhythmic responding, and making up original words for songs. First-graders are limited in these experiences and will need your guidance and help.

If you are a musician, you no doubt hope to use music effectively in your teaching. You will want to play hymns and songs and provide musical experiences that will coordinate with the objectives and topical areas of your sessions.

If you are not a trained musician you can still use and enjoy music in your teaching. Suggestions are given in each session for hymns which can be used in class worship. You might invite a music resource person to visit your class for special teaching events. This person could be your church organist or choir director, a choir member, a parent of one of your pupils, or perhaps a teen-ager who plays the guitar.

2. What Is a Good Hymn?

Because of music's powerful influence in shaping attitudes and beliefs, we should pay careful attention to the quality of the music selected for



use in class. Hymns and songs should meet the following standards:

The words should be—

- Worthy of the pupil's devotion to God.
- True to the teachings of the Bible.
- Consistent with the church's heritage of worship.
- In harmony with the church's educational program.
- Of worthy literary merit and quality.
- Appropriate to the age of the learner, with ideas and vocabulary understandable to pupils.

The music should be—

- Consistent with the musical heritage of the church.
- Singable and within a comfortable vocal range. (Middle C to the C above is the range of most Sixes.)
- Consistent with the text in musical accents and mood so as to enhance the meaning of the text.



3. Teaching a Song

In order to teach a song you should first know it well so that you can keep your eyes on your pupils rather than on the book.

Find ways to introduce the song that will get pupils interested, such as conversation, pictures, stories, objects, or recordings. Relate the song to something within the pupils' personal experiences if possible. Try to keep your own enthusiasm high and contagious.

Make sure the meaning of the words is clear. Let pupils offer their own explanations and impressions. This will help you discover how well they understand the words and where they need more help.

If the poetic form of the hymn results in an unusual word order (subjects and verbs turned around for the sake of rhyme), help pupils understand the meaning. If possible, avoid songs with unusual word order.

Use song charts, recordings, and instruments (Autoharp, Melodica, and rhythm instruments) to help you teach.

A short hymn with simple ideas and easy music may be taught an entire stanza at a time. Most first-grade hymns are of this nature. A hymn with a refrain or repeated part is especially easy to teach. Let pupils learn and sing along on the repeated part every time it occurs, while you are presenting the entire hymn.

Listen to the children as they sing and help correct garbled words. Encourage them to sing with joy and enthusiasm. This does not mean straining and damaging their voices at top volume. Constant loud singing develops harsh tones and bad habits that may never be outgrown. Work for a light relaxed voice in order to produce the best tone.

Yawning is a good method to get children to relax their throats and jaws just before singing or if they have developed tenseness during singing. Also combine yawning with slow stretching of arms

and bodies and standing tall on tiptoes in order to combat tension and fatigue. Let the children pretend they are marionettes with their bodies supported on strings. Have them imitate what happens when the head string is loosened (heads slump forward); when the arm strings are pulled (arms move up and down and around); when the back string is pulled up (bodies bend forward); when all the strings are cut (bodies fall and sprawl over the floor).

In using a piano for teaching a new song, first play only the melody line and add the accompaniment as an enrichment after the melody is learned well. In accompanying children's singing, play the piano lightly so as not to dominate or overpower their voices. Make sure you can hear the children clearly above the sound of the piano.

Steps in teaching a song:

- a) Read the words of the first stanza to the children.
- b) Have them read the stanza with you.
- c) Talk about the words. Explain any unfamiliar words.
- d) Play the melody for the children.
- e) Sing the stanza for the children. Point to the words as you sing.
- f) Have the children sing it with you. Point to the words as you sing.
- g) Sing it through again.
- h) Learn other stanzas in a similar manner.

4. Song Charts Can Help You Teach

A song chart is a useful aid in teaching hymns to first-graders after they can read a little. To make a song chart, use a crayon or felt-tip marker to print the words on a large poster board, sheet of newsprint, or similar writing surface. Standard 22-by 28-inch poster boards or oversize blank tablets are useful. To provide a larger surface, you can connect two poster boards with masking tape or punch holes in the edges and fasten them with

metal rings. A larger, heavy stock display board is more expensive but may be useful on special occasions.

A black or red crayon is best for absorbent newsprint. Felt-tip markers are excellent for poster board. Print legibly and make letters large enough to be easily seen. Use the printing style at the end of Chapter 3.

Song charts provide a focal point for attention and interest. They can be illustrated to add interest to the song. As you plan the chart, leave space for the children's pictures. You may wish to cut a piece of paper to fit each space. Have pupils draw pictures on the paper, then paste the pictures in the spaces on the chart.

5. Recordings Can Help You Teach

Some units have companion recordings with music for enrichment of the sessions. In these cases you can do a good job without being an accomplished musician yourself because of the effective way that recordings can help you teach.

In using a recording to teach a song, first make sure you are familiar with the song and the recording. Prepare the pupils for what they are going to hear. Use pictures, questions, and conversation to get them interested.

If you have a song chart, read the words, have the children read them and talk about them before playing the recording. Play the recording through while pointing to the words on the chart so the children can listen to the music while they read the words.

Let the pupils sing along with the record softly so that they can still hear and follow. When they are sure of the melody and the words, they can continue to sing with the record and/or other types of accompaniment.

The tape recorder is also a valuable aid in teaching music. Both cassette and open-reel recorders are useful. When a piano is unavailable, the piano accompaniment can be recorded on tape and taken to your classroom. Also pupils' singing can be recorded and played back to them as a valuable source of feedback and self-correction.

Try to build a record or tape library for your class which includes hymns and sacred music, and other types of music for listening experiences and rhythmic response (marching and moving).

6. The Autoharp

The Autoharp is a musical instrument with metal strings and chord bars. Chords are sounded by pressing down the appropriate chord bar and

strumming with the fingers, or better, with a metal or plastic pick. For playing it can be held on the lap or placed on a table. A strap to hold it around the neck is also available.

The soft harplike tones of the Autoharp blend well with the human voice. This popular, portable instrument is simple to play and enjoyable to use.

Many hymns and songs are published with chords printed above the music staff for Autoharp or guitar. The Autoharp is limited in most models to twelve or fifteen chords. If the song lists chords not available on the Autoharp, sometimes the melody can be transposed up or down a note or two to fit the chords of the Autoharp. This must be done carefully so that the song will still be in a comfortable vocal range. If you are not a trained musician, seek the help of a musical friend or else experiment by singing the song by ear with the Autoharp and see if you can work out the needed chords.

An instruction booklet usually comes with the Autoharp when it is purchased. Other resources are *The Many Ways to Play the Autoharp*, Vols. 1 and 2. (Union, New Jersey: Oscar Schmidt-International, Inc., 1966.) and *Teaching Music with the Autoharp* by Robert E. Nye and Meg Peterson. (Union, New Jersey: Music Education Group, 1973.)

7. The Melodica

The Melodica is a harmonicalike instrument with a small keyboard of approximately two octaves in the treble range. By blowing into the mouthpiece and playing the keys like a piano, you get music. Use the Melodica to teach the melody of a hymn or song; to accompany singing either with the melody alone or the melody with simple chords; to substitute for a piano; to provide a melody along with other instruments such as guitar and Autoharp; to give children opportunities for making music; and to provide music for out-of-door activities such as picnics and nature walks.

8. Using Rhythm Instruments

Playing simple instruments can help children express feelings and important ideas in Christian education. Instruments are more than mere gimmicks; they are means through which the child participates directly in musical experiences and grows in his rhythmic response to music. The opportunity to play an instrument can open up new avenues of creative self-expression.

First-graders need help in using rhythm instruments. Stand where the children can see you.

Show them how to use each instrument. Explain that they should watch you carefully, and each time you clap, they should tap (shake, bang, scrape, or whatever) their instruments. Practice this procedure, clapping very slowly without music. Then try it to music. When several children are proficient they may stand with you at the front of the class and lead the others. Encourage the children to listen to the different combinations of sound made by the instruments.

9. How to Make Instruments

Along with the store-bought variety, many rhythm instruments can be devised by “do it yourself” methods. Here are suggestions from the *Music Resource Book* (Philadelphia: Lutheran Church Press, 1967). Turn your imagination loose to discover others.

Rhythm Sticks—From the lumberyard or art supply store, secure half-inch dowels cut into 1-foot lengths. They may be painted with non-toxic paint. Experiment also with different types of wood, for example, old chair legs, by hitting them together.

Bell Clogs—Use 7-inch lengths of $\frac{3}{4}$ -inch dowels. Nail two metal lids or jar covers back to back at one end of the dowel. Allow about half-inch of the nail (head end) to protrude from the jar cover to enable lids to jingle when shaken.

Clay Pots—Experiment with empty flower pots to find those which produce a clear musical tone when struck with a large nail or other object. Insert a string through the drain hole and secure it with a short stick just inside the bottom of the pot. Suspend the pots upside down from coathangers, a clothes rack, broom handle, or other wooden or metal rod.

Shakers—Use coffee cans, fruit juice cans, or plastic or cardboard containers filled with loose material such as beans, beads, or gravel; aluminum pie pans, taped together front to front, filled with egg shells, toothpicks, noodles, or nails; bells inside a paper bag stapled to a kite stick; keys on a ring.

Drum—Cover a large metal can or wooden bucket with a piece of heavy rubber (possibly a worn-out inner tube or air mattress) or shellacked muslin, held tightly in place with wire or heavy cord. Soak muslin in cold water and put it on drum wet; let dry before applying shellac. Apply several coats of shellac, allowing to dry thoroughly between coats.

Jingles—Sew jingle bells to piece of elastic.

Jingle Sticks—Use 12-inch lengths of $\frac{3}{4}$ -inch dowel rods. Attach two flattened bottle caps to one end of each stick with screw or small nail. Leave enough space for caps to jingle when shaken.

Sand Blocks—Cut two pieces of inch-thick wood about 2 by 4 inches. Cut two other pieces slightly smaller. Center the smaller blocks on the larger ones and nail or screw together securely. Glue two pieces of sandpaper (or, better still, emery paper) to the bottoms of the large blocks. Tap or swish them together.

Tambourines—Stretch rubber, chamois, canvas, or other heavy material between embroidery hoops. Use string or wire to attach bells or flattened bottle caps around the rim.

Cymbals—Fasten drawer knobs to two metal pie pans.

10. Music for Listening

Planned experiences of listening to music are an important part of a music program. Pupils need impressive as well as expressive experiences, and planned moments of listening help to provide a balance.

Pupils need direction in listening. Give them a reason for listening, something to listen for. Give them a chance to express their feelings and reactions, perhaps in art, physical movement, or conversation. Free expression through bodily movement is particularly applicable for active six-year-olds.

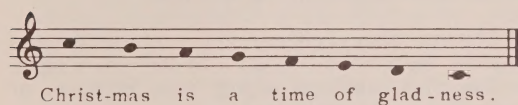
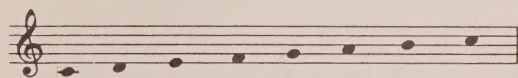
Recorded music or live music on the piano or other instruments can complement many moods and activities in the classroom. Such music can be played while pupils arrive, or to cover a transition from one activity to another. Marchlike music may be used to help overactive children let off steam, while quiet music may be appropriate after lots of of physical activity.

11. Writing a Song

Don't say, “We can't!” You'd be surprised how easy it can be.

Consider songs such as “Give Thanks to God” and the “Thank You” litany in the last chapter of this handbook. Children can make up new verses by thinking of only a few words which do not rhyme. Sometimes they may think of the *idea* and you may need to help limit it to the required number of syllables (four or ten in these particular songs).

Another simple way to make up a song is to let the children suggest words to an ascending and descending scale. As they dictate, print the words on a chalkboard or sheet of paper for all to see. Rhyme is not necessary. The following example of simple words to fit a scale is taken from the group-graded unit "Gladness at Christmas."



The important thing is that the words are the children's own. If you are musical, or can borrow a musical person for the day, the tune can be more ambitious!

Or try making up words to a familiar tune such as "Mulberry Bush," "Twinkle, Twinkle, Little Star," or "Baa Baa Black Sheep." Count the syllables in each line. Use children's ideas to develop wording. Words may or may not rhyme.



INTEREST CENTERS AND ROOM ARRANGEMENT

CHAPTER FIVE

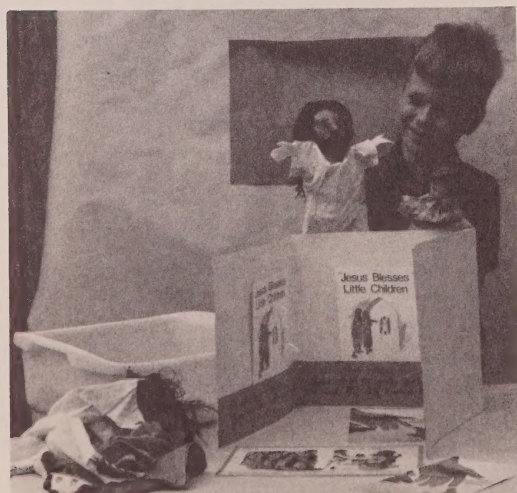
Interest Centers

Most of the new units offer an interest center approach as one of the teaching styles. They also offer an alternative if you prefer a whole-class activity in place of the twenty to thirty minutes which can be given to interest centers. However small your class, consider using centers as a means of offering activity choices.

1. What Is an Interest Center?

An interest center is a work area that focuses on a particular subject. One activity or a group of related activities are conducted at each center. The activity or activities are specifically designed to serve one or more of the objectives for the session or unit. Each teacher guide gives detailed instructions for setting up each center's activities.

Several centers are conducted simultaneously so that the children have a choice of activities. At each center children may work in small groups or independently. Free movement from one interest center to another is allowed. In any given session, a child may work at one center or at several centers, one after the other, depending on his interests and the speed with which he works. A child with little background may spend 25 minutes in one center. A child who works quickly, knows the material, or has many interests, may do three center activities in the same time.



This boy enjoys working at his own pace at a puppet center.

Each center has (usually) up to three or four children working at it at once. Of course this varies with the numbers in class. Some centers need chairs but many don't. The children stand at a table, or sit on a rug or cardboard squares.

2. Advantages of Interest Centers

Interest centers make your classroom teaching easier. They may mean more preparation for you but many of the problems commonly found in classrooms disappear. Some advantages of an interest center approach are as follows:

- Children learn at different rates. Interest centers allow the children to work at their own pace. Discipline problems arising from boredom or frustration are diminished.
- Children have a variety of interests and skills. Some enjoy drawing; others prefer working with clay; others prefer reading. More children's interests are likely to be met through the use of interest centers. Since interest spurs motivation to learn, more children learn more things more happily!
- Six-year-olds are very active and have a relatively short attention span. Being able to move from activity to activity relieves the children from sitting for long periods at one activity.
- Interest centers allow for informal interaction between the children. Instead of all the children sitting quietly around a table while you talk, they are free to move, to sit beside one another, to ask another child for help, and to give help. Such interaction fosters Christian understanding and builds Christian fellowship and relationships at the first-grade level.
- Children can be actively involved in the learning process at an interest center. The child is able to express in his own way what he has learned.
- Children can be encouraged to try new things. When a new activity is introduced at a center, the child can wait till he is ready. Since he is not standing under your watchful eye, he feels free to look at the activity and perhaps try it. Since other children are doing their own work, he can experiment without fear of the entire class laughing at his efforts.
- By carefully noting which centers are used and which are not, you can learn a great deal about your children's interests and abilities. A center which is enjoyed by most of the children this month may be enjoyed by only a few in a couple

of months' time. This means that your children are growing and changing. You can plan activities accordingly.

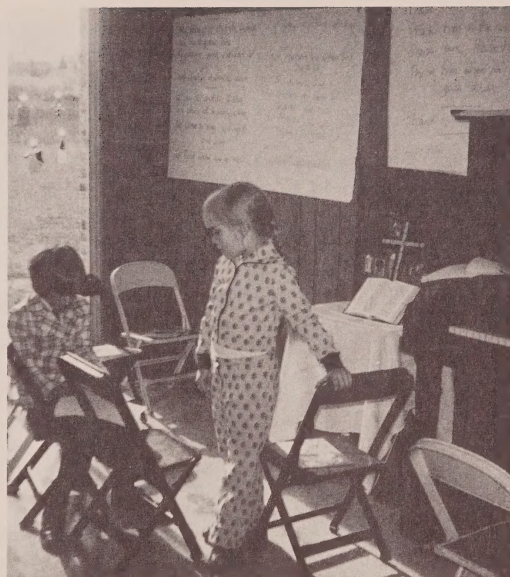
- You have more spare time. As your children work independently, you are available to talk to the child who has a question, to give help when needed, to talk informally with your pupils and learn to know them better, to move amongst the centers, to supervise and encourage. Your children learn that a grown-up Christian is not someone who sits and gives instructions but rather is a true friend who is available to help when needed and is willing to encourage and respect them as individuals who can work at their own pace.
- Your pupils may suggest additional centers. Joanne may enjoy writing, and ask if she can copy the prayer on the prayer chart. You have an interest center arising from the desire of your pupil! Let her go ahead and invite others to try the same thing.
- If you group two or more grades together, interest centers are almost a must. The wider the span of abilities and interests in the group, the greater the need for a choice of activities.

3. Planning Interest Centers

Interest centers should be attractive and invite self-expression. Where possible, activities should be able to be done by the pupil with a minimum of help. If you are the only teacher in your classroom, do not schedule several centers which all require your full-time attention. (Of course, if you are lucky enough to have a teaching team, then you can schedule more centers which require adult supervision.)

In the units, centers have been carefully selected so that one teacher in a class can cope with several centers at once. If you change the suggestions in the session plans, make sure you have some centers which require little supervision. For example, a book center where children read, or an art center where they paint freely, can be run with almost no supervision on your part. But a drama center normally requires your presence, because first-graders are not able to dramatize a story without adult help.

If you are lucky enough to have parents, grandparents, or friends who are willing to donate a few weeks to help you, you may be able to use them in a unit where your planned activities make it desirable to have more than one adult present to supervise the interest centers. Often people are willing to be approached on a short-term basis. "Will you



This reading center utilizes space which will later be used for worship.

help me for four weeks for a specific task?" is a much less frightening request than, "Please teach for a year!"

Advance planning and preparation on your part are a must if you use centers. You and your pupils will have a far more enjoyable and rewarding experience if the centers are well-planned.

Do not think that you have to create new activities for each center every week. If an activity has been enjoyed but not all of your pupils have had time to participate, you may well decide to continue that center next week. Or if a child is in the middle of a project at clean-up time, you may decide to continue the center so that he or she can complete the project next week. In some units you may do a large amount of preparation for the first session, getting your three or four centers ready. But then you may continue those centers for the next five weeks so the preparation for the second and successive sessions can be very light indeed.

4. Introducing Centers

Do first-graders adapt quickly to using interest centers? The answer is yes, as many day school teachers will testify. If your children are not used to centers, you will need to explain the new approach.

In field testing, one teacher taught a group of children who had never had an experience of interest centers in church school. She reports, "I explained there would be several activities going on at once in the session, instead of one. The children could choose the activities they wanted to do. They would choose one to begin with. And then if they finished it (or did as much as they wanted to do), they could move to another. I told them a little about each activity, and then waited for chaos! I was pleasantly surprised to find that each child made straight for the activity which he or she wished to work at and began to work quietly and purposefully. Children sometimes adapt to new approaches more easily than we adults expect."

If you have never used interest centers before, start slowly. Use perhaps two centers for a few weeks until you and the children are comfortable with this method. Then add another center. And if you have sufficient pupils, you might add a fourth in a few weeks' time.

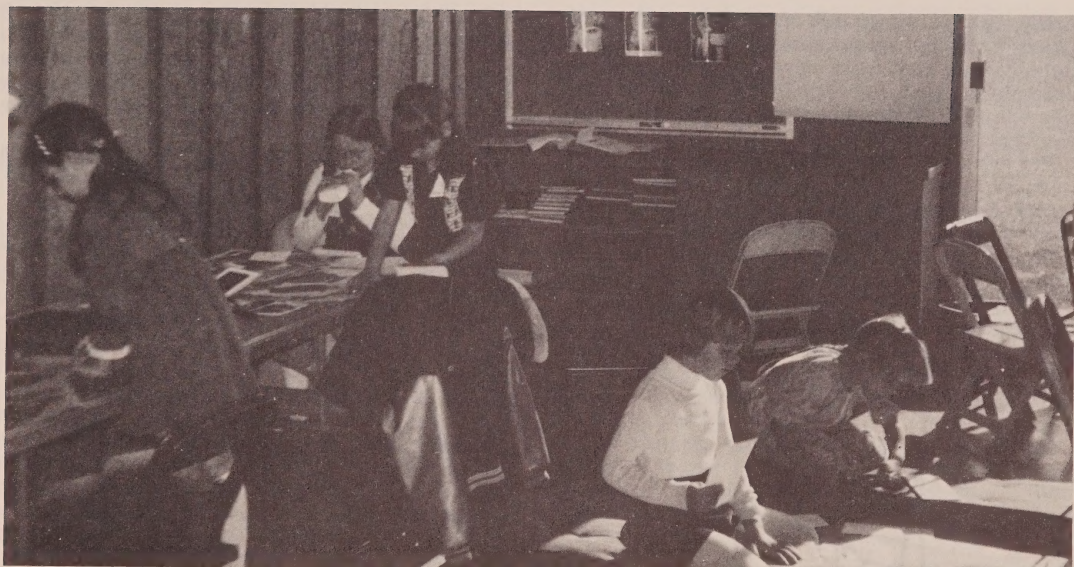
5. Space and Numbers

Interest centers are possible whether you have a large or small class, and whether you have a large or a small amount of space. Of course, if you only have three children and a room that is 10 by 12 feet, you will not provide the same number of centers as if you had twenty children and a room measuring 20 by 30 feet. Most session plans have directions for three or four centers. If you have a large number of pupils and several helpers, you can probably add other centers, or continue center activities from previous sessions into subsequent sessions which add to the total number of centers in a session. If you only have two or three children, then you may select perhaps two of the centers so that your children still have a choice.

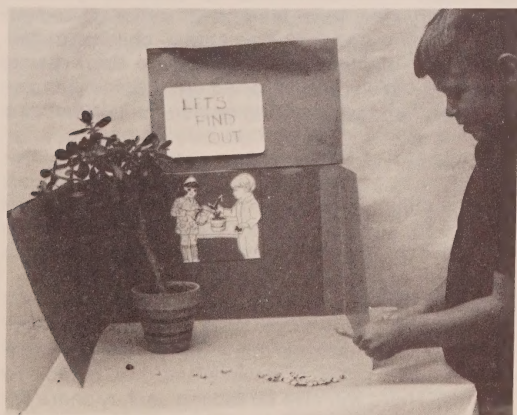
How big is an interest center? As used in the first-grade units an interest center is a very small area! If you have a large table in your room, one or more interest centers may fit on that table. Normally a center is sufficient space, either on the floor or a tabletop or an upturned carton, for two or three children to work at a time. Since first-graders are small people, this means that an interest center may be quite a small area indeed. In field testing one church found that it was possible to locate five separate centers in a room measuring 12 by 18 feet. And no one felt crowded.



Each end of a long table becomes an art center in this first-grade classroom.



In this small partitioned corner of a hall, first-graders work on tables, chairs, and cushions on the floor.



A small table is sufficient for this Let's-Find-Out center.

6. Giving Instructions

How can you give instructions for several centers at once without having to run around constantly and repeat them? There are several answers. The first is that some activities are self-explanatory. Three or four chairs or cushions arranged invitingly with a number of books spread around speak for themselves. Children know this is an area where they can sit and read. Large pieces of paper attached to easels or lying at one end of a long table, with several paint pots and brushes inserted in them, tell the children quickly that here is a place to paint.

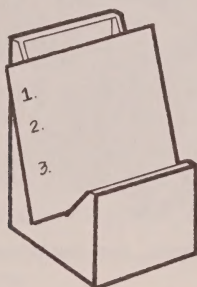
If you have more involved activities which require directions, there are three possibilities. One is to use task cards. Several Grade 1 units have task cards which involve both words and diagrams, so that the child can look at the pictures for instructions even if he or she cannot read the words. If your pupils cannot read, and if they find it difficult to follow drawings or illustrated instructions, you will need to read the task cards to them. For this reason the majority of Grade 1 units do not have task cards. However, if you find that your children read well and are used to task cards in day school (as many of them may be), then you can

easily make your own task cards. Take a sheet of paper or thin cardboard about 6 by 9 inches, and print very simple instructions using the printing style in Chapter 3. Put each instruction on a separate line since first-graders find it difficult to read a long paragraph.

For example:

1. Take a leaf.
2. Put glue on the back of the leaf.
3. Stick the leaf to the paper.

To hold the card up for easy reading, cut out the top of a cardboard box like this:



Or you might tape the card to the side of a cardboard box or the wall behind the interest center.

Another simple nonverbal method of giving instructions is to make a model of what you hope the child will accomplish. The problem with making models is that the teacher's model is often so much better than any product a child can do. This may make the child feel that he or she is incapable of doing good work. For this reason some teachers prefer not to use models. However, sometimes this may be your only way to get instructions across.

Make sure that you explain the function of your model. It is not the perfect end product that you expect the children to copy exactly. It is merely a way to tell them what they can do at the center. They should do their work in their own way. You look forward to seeing their very own product. If you like, you can make your model in steps to illustrate what the child is to do. For example, if you wish the child to punch holes around the edge of two paper plates and then lace yarn through the holes to attach the plates together, you might first have a plate with holes punched around the edge. Then you may have two plates with holes punched around the edge. Then you may have the two plates with some yarn threaded through a few of the holes. And finally, display a sample of the final product.

The third method is to use a cassette recorder or reel tape recorder. Simply place a red dot on the stop button, a green dot on the start button, and an orange dot on the rewind button. Explain that you have a taped message which will tell the children what to do.

Record your message slowly and clearly. Allow for stops between steps. ("Go! Take some clay and make some people from the story you just heard. Press the red button to stop the recorder till you've made your people. *(Allow time to stop and start.)* Now take a piece of cardboard from the pile at the side of the table and. . . ." The last instruction should be, "Press the orange button to return to "Go!" so the next person can use it."

7. Suggested Centers

A number of different interest centers are suggested in the units. Most of them are clearly set out and their titles will be self-explanatory. Some recur in several units: book center—children can read or look at books as they wish; art center—art activities are done; language or vocabulary center—children learn words related to the Christian faith; puzzle center—children work at puzzles related to the unit; story center—children have an opportunity to retell a story they have learned or make up a new one; listening and looking center—children listen to records or filmstrips or objects to the session (some of which are supplied in the teacher resources); helping or caring center—children make things or do things related to helping people.

A number of other centers are specifically designed to fit particular units. Each is planned so that the child will be able to move towards the objectives for the unit in his or her own way, while being actively involved in the learning process.

8. Busy Noise

With interest centers there will be considerable movement as pupils move from one center to another. There will also be talking as they share together what they are doing. There is no reason to equate silence and good learning as some teachers have done in the past. Busy noise—that is, noise which arises from the activity of the children and their involvement in what they are doing—is a good sign that learning is taking place. Of course, silliness, extra babble, chatting, may be indications that some reproofing word is needed because the children are not engaging in what they should be doing. But always check out carefully exactly what is happening before you give a reproofing word. Often an interchange of words means chil-

dren are expressing their interest and excitement about their work or are developing significant personal relationships with one another. And all that we can do to develop Christian love and fellowship among our pupils should be encouraged.

9. Limiting Numbers

You may wonder what happens if too many children want to use the same center. Many teachers find this isn't a problem. If a center is crowded, children automatically seek out other activities in which they can be meaningfully involved.

If you wish to limit numbers at centers, you might make a set of color-coded tickets for the centers. If the art center has enough space for ten children at a time, make ten blue art tickets. Make six green book center tickets if six children fit comfortably there. And so on. Make enough tickets to match the spaces available at each center. When it's choosing time, hold up the tickets and explain what the colors represent. Help the children understand that if they don't get their first choice they can do something else while they are waiting a turn. Let each child choose a ticket and go to work. A square of construction paper of the appropriate color can be taped to the wall near each center, so the child can identify the ticket with the center.

Or you might hang the colored tickets on a pegboard. Have sufficient tickets for the number of spaces at each center, as described above. When a child looks at the pegboard and sees a red ticket hanging there, he knows that there is space at the red center (perhaps a reading center) for him to go to. So he takes the red tag with him and goes to that center. When he is finished at the center, he puts the red tag back on the pegboard and chooses a different colored tag.

Another method of limiting numbers is to ask for a show of hands. After explaining what the activities are, ask, "How many would like to go to the art (or whatever) center?" If too many children opt for one activity, say, "Well, let's leave that one for awhile and see how many want to do the other activities." And ask for a show of hands for the other centers. By the time you get back to the popular activity, the numbers may have lessened. If there are still too many, ask the children to take turns.

10. Terminology

Some people use "learning center," "learning station," or "activity center" as synonyms for "interest center."

In our materials, "learning center" is generally used for the entire space within which your centers are set up—that is, your classroom or the area of the hall which you regard as your Grade 1 space.

"Interest center" is the term we've chosen for the small area where one or more activities take place. This term covers both the very active (e.g., making models, painting) and also the more passive (looking, wondering) activities. It emphasizes an important aspect of centers—namely, that the child can choose what he or she will do.

A possible point of confusion could be the use of the term "worship center." This term has been used for many years in curricula materials to designate the focal point at which children look, or towards which they face during worship time. This term, or its equivalent "worship area," is still used in Grade 1 units.

The worship center is not an interest center. Rather it is that small table (or carton) on which stand a Bible, a vase of flowers, a picture, or other objects which help the children think about God as they worship.

Room Arrangement

1. Using Space

A regular classroom can easily be adapted to the use of interest centers as the photos on previous pages show. Or you might look for other areas in your church building with large open spaces that can be arranged for various centers. Even areas that have not been used previously for parish education may be suitable. A few possibilities are hallways, the back of the nave, the choir loft, or a covered walkway or courtyard in fine weather.

Whether or not you are using interest centers, space and flexible seating can be of tremendous value in your classroom.

Sometimes one or two large items of furniture can detract from the use of valuable space. A large cupboard or a large table placed in the center of the room can limit what you can do.

Using a particular area for only one activity in a session can limit the possibilities of the room. Look again at the semicircle of chairs and small table which you intend to use for five minutes of worship at the end of the session. Could the chairs and floor space be used for some other purpose during the rest of the hour? Space and furniture which are kept solely for five minutes of a class period are very expensive space and furniture indeed!

A good idea would be to remove all of the furniture from your classroom, section of hall, or whatever. Then look at your space. What could you do with it?

2. Gathering Area

You will need an area where the whole class can gather together. This can be space which doubles up for story time, conversation time, worship, and any other whole-class activity such as dramatization.

Ask yourself what will be the most economical use of space in order to get the whole class together? Do you really need all those chairs? Can you supply a rug, or carpet squares, or squares of cardboard, or sheets on which the whole class can sit comfortably?

Remember that in day school the children often sit on story rugs to listen to the teacher tell a story. You do not have to apologize to the children for this. If your rug is clean, you will not have to apologize to parents either, because clothes will not get dirty.

If you are worried about clothing, you can do something about it. Provide smocks or write a brief, tactful, and polite note to parents suggesting that the children will feel more comfortable working with various media if they are dressed in weekday clothing, rather than expensive Sunday clothing.

If you have to use chairs, get stackable ones if possible. Keep most of them stacked except for

whole-group, story, and worship times. For many center activities chairs would only be in the way; children often prefer to stand as they work.

3. Activity Space

Depending on your particular teaching style, you will need space for whole-class or small-group activities.

You do not need a large number of tables. If you have a large table which you cannot get rid of, push it against one wall. You will be surprised how much space is left. If you plan to use centers, consider using each end of the table as a center where two or three children can work.

Look at your Sixes. Consider how they play. Watch John as he sprawls himself out, and works with crayon and paper on the floor. You may find it very uncomfortable to draw while lying on your stomach but John really enjoys himself! Some Sixes like to do word puzzles or look at books while lying on their tummies. Your story rug can therefore double up as an activity center if you like.

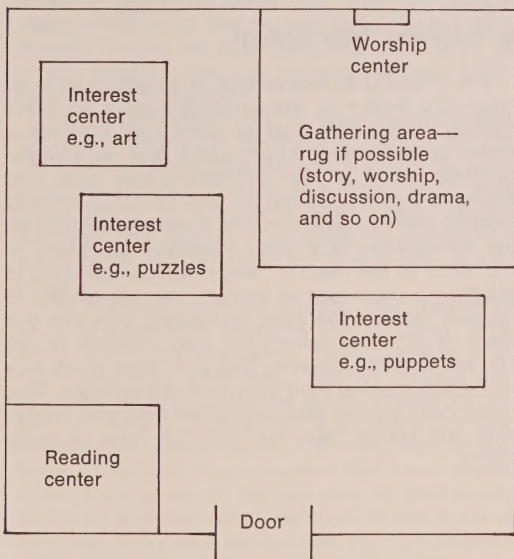
Consider what other furniture you need. If you are using interest centers, you will probably need some upright pieces of equipment on which children can work. These need not be expensive small tables. A TV tray which can be folded and stacked away makes an ideal spot for an individual to work. Children's card tables (or adult card tables with sawed-off legs) take up little space, are a comfortable working height, and can be folded when not



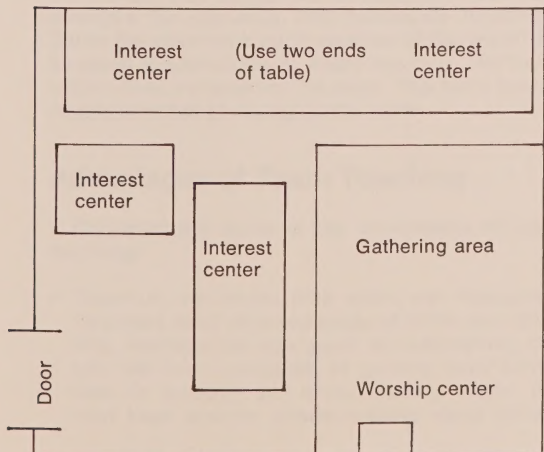
in use. A large carton turned upside down can be a center for children to stand and work at. (Make sure it's a sturdy carton!) Several different-sized cartons can form interest centers and then be turned upside down and stacked inside of one another for easy storage.

4. Sample Floor Plans

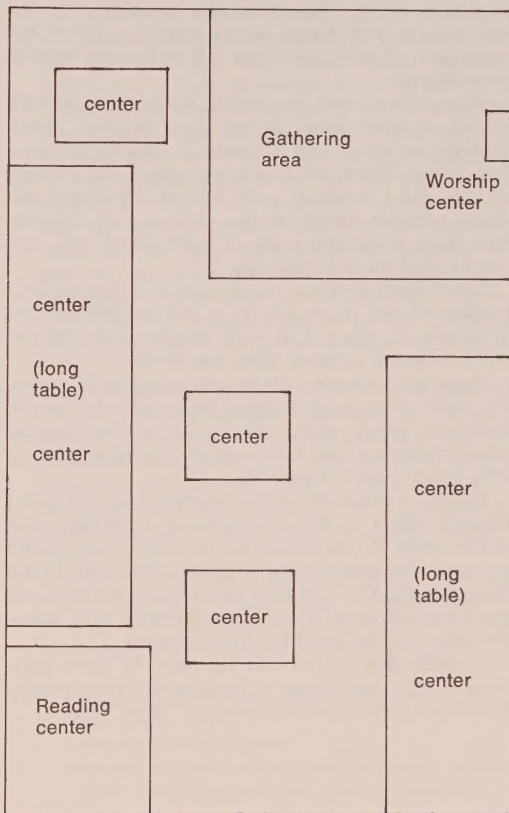
Here is what a first-grade classroom may look like for a unit which uses interest centers:



or



Here is a sample of what a room may look like for a group-graded unit (say three grades using eight centers).



Of course, these are only hints to help you. You will need to work out your own room arrangement given your furnishings, space, numbers of pupils, placement of doors and windows, and so on. You may want to adapt your basic arrangement for some units.

5. Adapt What You Have

If you have a low cupboard in your room, use the top as a shelf, display area, or work bench.

If you don't have a carpet or enough chairs, have the children make stackable sit-upons. Put a pad of folded newspaper in the bottom of a large grocery bag and add four or five pieces of wadded-up newspaper. Fold over the top and fasten with masking tape.

If you do not have a chalkboard attached to the wall, consider a sheet of soft balsam board either attached to the wall or suspended from the ceiling by heavy string. This gives you a board that you can use on both sides. Make sure it is not in the main path of traffic and that it is at the eye level of the children.

Bookshelves can be simply made from orange crates, or from small cartons laid on their sides, stacked on top of one another. Or you might get a few bricks. Place two a few feet apart. Put a board on top. Put a brick at each end of the board and place another board on top. And so on. Parents may have odds and ends of paint which you can use to brighten your shelves.

If you have a piano, make sure it is located in a section of the room which is not convenient for activities. Or place it at right angles to the wall to divide interest centers from one another.

If you do not have a piano, ask a pianist to record the music you need. A small tape recorder can fit in a very small room and provide useful musical accompaniment. An Autoharp or Melodica take up little space (see Chapter 4).

Finding a place to display posters and children's artwork takes a few inexpensive materials and imagination. If you attach art to a wall, use plastic adhesive (or some other material) that won't take the paint off. You can also use window shades and movable partitions. If you have plenty of light, some windows can be used for this purpose.

A cardboard carton can be used to store supplies if you don't have a cupboard. When empty it can be turned upside down for "table" space.

Bulletin boards can be made from large sheets of cardboard tacked on door panels or leaned on windowsills or against walls. Tall cartons are valuable for displaying art on four sides. Place where the children can see them and where they are out of the way of traffic.

Remember to make the best use of electrical outlets, lighting, window light, and faucets. An audiovisual center should be near outlets. An art center needs light (natural, if possible) and a nearby water supply (a faucet, basin, or bucket of water).

6. Brighten Your Room!

The physical attractiveness of a classroom is an important factor in encouraging pupils to learn. Drapes or a quick coat of paint can brighten a room considerably. Appropriate and meaningful pictures (hung at the children's eye level and changed regularly during the year) or a few brightly colored Bible verses from your courses, can change the atmosphere of a room tremendously. Many of the items in the teacher resources can be used to brighten a room and as long as you are careful to replace them in the right envelopes, you can use them at any time during the year whether or not you are actually teaching that unit. Your class may well enjoy making their own room decorations. This gives them a good feeling of closeness and fellowship and makes them feel that the room is really theirs.

TEAM TEACHING AND GROUP GRADING

CHAPTER SIX

What Is Team Teaching?

At the beginning of a year you or your congregational committee on Christian education will decide whether you will teach by yourself or with others. If you have six pupils or less, you will probably handle the class by yourself. If you have more pupils, there are three possibilities. One of course is to teach alone. The second is to take the major responsibility for teaching the class but have one or more helpers to assist you. You can delegate responsibilities to the helpers but you will be in charge. This is not team teaching but it is an approach which allows you some assistance. A third option is team teaching.

In a teaching team two or more teachers share the responsibility for planning and teaching. Usually a ratio of about one teacher to five or six pupils is a good number to work with. This ratio enables relationships to develop in some depth between teachers and pupils. It provides for teachers to share tasks, and it allows for supervision of small groups.

The teachers work as a team. This means that all of the teachers share in the planning, in the work, and in the evaluation. Team teaching is *not* "turn teaching" when each teacher takes a week at a time and conducts the entire session by himself or herself. Rather, in team teaching each teacher has a certain amount of responsibility every week. Therefore it is important that each member of the team share in the planning so that each is aware of what the other members of the team will be doing. The entire session can then run smoothly.

One member of the team is usually designated as the leader. The leader coordinates activities and arranges for planning and evaluation meetings. But in the classroom each member of the team has an equal responsibility to share the load. The team leader does not plan *for* the team. The team leader makes possible planning *by* the team.

Advantages of Team Teaching

Following are some of the advantages of team teaching:

- Teachers can share their skills and resources. Teachers have different kinds of skills and abilities. Perhaps you are good at storytelling, but you feel less competent at guiding craft activities. Or perhaps you enjoy leading music, but your team teacher knows nothing about music.

Or perhaps you are very good at art and craft work, but you really prefer not to do storytelling.

In a team, each teacher's skills can be added to those of the others. In fact, as you share your skills and abilities, other teachers can learn from you and you can learn from them. However, teachers in a team should avoid doing *only* those tasks which they enjoy or at which they feel competent. Team members can encourage one another to try new things and develop new skills.

- In team teaching you share faith as well as skills and resources. Team members strengthen one another in their understanding of the Christian way. And as they work together, support one another, and learn from one another, not only do they grow in their living of the Christian faith, but they help the children see in action Christians working together in understanding and fellowship.
- Because several people are involved in the team, more activities become possible. In Grade 1 units you have a choice of possible teaching methods. One method in each unit allows for a selection of activities. With a teaching team it is much easier to use a selection of activities because the load of supervision and preparation is shared.
- Not only is the load of activities shared, but also the leadership of group times is shared. For example, with two teachers in the team, your session responsibilities might look like this:

Presession activities—John and Mary
Story time—Mary
Leading drama—John
Interest centers—Mary (art and book centers)
and John (puppet and display centers)
Game—Mary
Worship—John

In this sample session John and Mary share in gathering materials, planning, and leading various aspects of the session. While Mary is leading, John will sit with the children and participate in the activity, and vice versa.

- The problem of the absent teacher is lessened by team teaching. If one teacher is ill, the other teacher knows the class routines and is known by the children. This puts both children and teacher at ease. A substitute teacher, if brought in as another team member, fits more easily into the class situation because there is already someone who knows what should happen and

who the children are. Of course the ideal is that the whole team be present every session. But if one must be absent, team teaching is better able to deal with the situation.

- Team teaching assists discipline. One of the biggest causes of discipline problems is boredom. Boredom is often caused by the restrictions inherent in the one-teacher arrangement where all of the children do the same activities at the same time. When there is variety, activity, and movement, children are happily involved and there are less discipline problems. Moreover, in the team environment, one teacher can cope with a discipline problem while the other is continuing to lead the rest of the class. The entire group is not disrupted.
- Teacher-pupil relationships improve in a team. As Christians we learn that we should love all people. However, if most of us are honest we will admit there are some people who are easier to love than others! As human beings, we all have different personalities. Children are no different in this regard than adults. Some children relate more easily to one adult than to others. In a team situation children have the opportunity of relating to two or more teachers instead of just one. Thus the possibilities of developing harmonious and positive pupil-teacher relationships are multiplied.
- Team teaching allows for planned pastoral care of the children. If one teacher has a class of fifteen children, for example, it is difficult to pay individual attention to each, to visit every home, and to give all the attention that some children need. In a team-teaching arrangement each can select, say, five or six children for whom they will have special responsibility. This is a manageable number for visiting homes, for sending cards when ill, and for making sure that an individual greeting is given to each child each week.
- Team teaching raises the standard of teaching. Since teachers are responsible for only parts of a session, they can prepare more thoroughly. When there are other adults present, slipshod preparation or poor methods become a thing of the past.

Team Planning

How often the team should meet to plan depends to a large extent on what is practical. The ideal would be to meet weekly to plan each session. If

this is not possible, try a biweekly meeting. The minimal amount of team planning would be one major meeting for each unit, with perhaps brief get-togethers before or after sessions to refresh memories about plans for the coming week. Regular team planning is essential to good teamwork and smoothly run sessions.

Before a planning meeting for a unit, ask all participants to read through the unit introduction and session plans.

In the planning meeting discuss the course objectives and the best way they can be met in your class. Which teaching style will you use? Who will have responsibility for each of the parts of each session? Who will bring materials?

Use information you have gained from evaluation of previous units to help in your planning. You might prepare a summary chart of each session plan and color code with water-color markers so that the teachers can see at a glance their responsibilities for each session. Decide when you will meet again as a team to evaluate and do further planning.

Team planning takes time. But it takes no more time than individual planning. It can be fun and an enriching, supportive experience.

What Is Group Grading?

Many churches normally have the first-grade class meeting in its own area and taught by its own teacher. This is what we call a closely-graded system. In group grading, several (usually not more than three) grades meet together. They are taught by a team formed by the teachers of each of the previously separate grades. Hence group grading and team teaching are presented in one chapter of this handbook.

Most of the Grade 1 units can be easily adapted for use with a group-graded class of Grades 1 and 2. A few units are specifically written for grouping of Grades 1 and 2 but can be successfully used with either class separately. Still other units recommend grouping Grades 1, 2, and 3. Again, they are written so that any one of the three grades can successfully use these units.

Most of the three-grade groupings are recommended for festival units (Christmas or Easter) when a large group is able to do exciting projects and enjoy festival songs together. Units recommended for optional use during the summer allow for grouping of at least two grades since numbers often decline at that season.

In group-graded classes, some activities are done as a whole group. These may be worship,

singing, listening to stories, watching filmslips, or any other presentation or activity which involves everyone.

Other activities are done by individuals or small groups such as projects or interest center activities. In these activities the children are able to choose what they want to do according to their interests and abilities. In group grading this is very important, since the wider the age group, the more diverse the interests and skills.

Normally no more than three grades are grouped together. Reading, writing, conceptual, and manual skills vary with age. This is especially true of early elementary grades. The wider the range of interests and skills, the greater the choice of activities needed. A group of three grades is usually as much as is practical.

Advantages of Group Grading

There are advantages to both the closely-graded and the group-graded approaches.

On the one hand, in a smaller closely-graded class, close relationships are formed, often building on friendship which develop in the first grade at day school. This fellowship is strengthened at special seasons of celebration.

In a closely-graded class, it is possible to gear biblical concepts, stories, songs, and activities to the grade level of the children. First-graders are more likely to comprehend what is done and said when the sessions are beamed at their own level of development. They are more likely to experiment with reading and writing if older children are not present to comment on their efforts.

On the other hand, group grading has much to commend it, especially at particular festival seasons. Consider these advantages:

- Greater choice of projects and activities is possible since several teachers can share the load.
- It is more festive to have a large group singing joyful festival songs and joining festival celebrations.
- Festival stories and activities can become stereotyped. A large-group experience can be new and interesting.
- Even if numbers decline in summer and around holidays, group grading results in a class still large enough to do exciting things together.
- Children widen their social relationships with children from other grades.

- In families and neighborhoods, children play in mixed age groups. The group-graded unit provides a mixed-age experience in church school as well.
- In a group-graded class, older children can help younger children (often a significant experience for both).
- Children learn best when they are interested in what they are doing. In a larger class a greater variety of activities may be offered, thus the chances of catching children's interest are multiplied.
- Grouping makes it possible for a team of teachers to work together. All the advantages of team teaching apply to group grading.
- In many cases, the space and equipment available to the three classes can be shared, allowing for more varied activities. This can even be true when grades normally meet in different locations. With a little thought and planning, and perhaps a slight change in the order of session activities, whole-class activities can often be done in one room, and small groups can utilize the other two rooms for projects and activities.

How to Get Started

Meet with all the teachers who will be involved.

The superintendent should be informed about the plans and may be invited to the meeting.

Placing children of various ages together in one class does not mean cutting down on the number of teachers. You will need as many as before. Consider the possibilities of short-term or one-time-only "specialists" to help with certain activities if necessary. Many people who are not involved in the church school program are often willing to share their know-how on a specific occasion.

Think about the children who will be in your group-graded class. How many? What grades? What are the ranges of capabilities within the group?

Follow the guidelines for planning outlined under team teaching. If this is the first group-graded experience for your children, incorporate one or more activities for helping children of the different grades get to know each other.

PRACTICAL IDEAS FOR THE CLASSROOM

CHAPTER SEVEN

Basic Supplies

Some basic supplies for use in your classroom throughout the year could include the following:

Poster board. Suggested size 22 by 28 inches, available in office and art supply stores.

Turn over charts. Use artist pads which come in various convenient sizes.

Newsprint. Check your local printer for scraps.

Masking tape. To attach charts and pictures to the wall without damaging the plaster or finish.

Standard classroom supplies of construction paper, pencils, erasers, felt-tip marking pens, tempera paints, brushes, crayons, and scissors.

Paper with wide lines for first-graders to print on more easily.

Glue. Generally the only glue you will need is an all-purpose glue such as Elmer's Glue-All, which is available at department stores and hobby shops. This glue comes in economical gallon containers. Keep your small squeeze bottles clean. When they are empty, wash them in warm soapy water and refill from the large container.

Helpful (but not essential) equipment: Tape recorder or cassette recorder, filmstrip projector, record player, some form of musical accompaniment, flannel board, bulletin board, chalkboard, and chalk.

Basic Recipes

Many units have activities using clay or modeling compounds. Most include a recipe for teachers who do not want to buy commercial clay. You may want to experiment with a number of recipes to choose the clay you prefer. A few recipes are included here to help you.

Uncooked flour clay. Mix 1 cup all-purpose flour and $\frac{1}{2}$ cup salt in a bowl. Gradually add $\frac{1}{3}$ cup water mixed with a little vegetable oil to the flour and salt mixture. Store in plastic bag. Dry objects in air or more quickly in a slow (225°) oven.

Cooked flour dough. Pour 1 cup of cold water into a large saucepan and mix in $1\frac{1}{4}$ cups of all-purpose flour. Cook on low heat; stir constantly as mixture thickens. Remove from heat. Stir in 2 cups salt. Make a stiff dough. When cool enough to handle, knead until smooth. Store in an airtight plastic bag.

Cooked baking soda and cornstarch clay. In a saucepan stir together 2 cups baking soda and 1 cup cornstarch. Add $1\frac{1}{4}$ cups cold water and cook over medium heat, stirring constantly. When the

mixture looks like moist mashed potatoes, pour out on a plate and cover with a damp cloth. When cool enough to handle, knead like dough. Store in an airtight plastic bag. This clay is good for making objects which will be painted and varnished.

Uncooked cornstarch and salt. Mix $\frac{1}{2}$ cup of cornstarch, $\frac{1}{2}$ cup of cold water, and $1\frac{1}{2}$ cups of salt. Add tempera paint or food coloring, if color is desired. Dissolve ingredients into a mixture and beat vigorously. The creamy compound may be kept moist by covering with a damp cloth.

Cooked cornstarch and salt clay. Mix $\frac{1}{2}$ cup salt and $\frac{1}{2}$ cup hot water in a pan and bring to a boil. Stir $\frac{1}{2}$ cup cold water into $\frac{1}{2}$ cup cornstarch. Add cornstarch mixture to boiling salt and water mixture, stirring vigorously. Cook over low heat until mixture is like stiff pie dough. When cool enough to handle, knead until smooth and pliable. Store in plastic bags.

Using Junk

Having a well equipped room and a variety of activities does not have to be costly. Keep your eyes open for these common items that can be used in church school. Set aside a large carton or shelf for collecting small items.

You may think of other items to add to the list. The secret is to look at junk through creative eyes. Consider what an unwanted item can become.

Cardboard cartons (from grocery and furniture stores). Cut into large sheets for bulletin boards. Cut on the bias for a tabletop painting easel. Store books and toys in them. Stack and tape together to make a bookshelf. Make a puppet theater. Turn over and use bottom for display table or interest center. Cut out one side and add a cushion for a chair.

Cigar and shoe boxes. Use for storing scissors, crayons, felt-tip pens, and other supplies. Make dioramas. Make peep-boxes by covering top with colored cellophane, cutting peephole at one end and arranging scene inside. Cover with adhesive shelf paper for gift box.

Small cans. Use for storing pencils, crayons, and felt-tip markers. Make pencil holders for gifts.

Potato chip containers or large cans. Make trash cans by covering with adhesive shelf paper.

Baby-food jars. Mix and store paint in them. Large jars can be decorated for vases or pencil holders.

the teacher's role in the classroom is to create a safe and supportive environment for students to learn and grow. This involves setting clear expectations, providing feedback, and fostering a sense of community.

the teacher's role is to guide students in their learning journey, providing support and encouragement as they explore new concepts and skills. This requires a deep understanding of the subject matter and the ability to adapt to individual student needs.

the teacher's role is to inspire students to reach their full potential, encouraging them to think critically and creatively. This involves creating a classroom environment where students feel confident to express their ideas and take risks.

the teacher's role is to build strong relationships with students, based on trust and respect. This involves listening to students' concerns, providing emotional support, and being a fair and consistent disciplinarian.

the teacher's role is to collaborate with colleagues and the community, sharing best practices and seeking input from others. This involves participating in professional development opportunities and staying current in the field of education.

the teacher's role is to be a lifelong learner, continuously updating their knowledge and skills. This involves staying current in the field of education and seeking out new opportunities for growth and development.

the teacher's role is to be a role model for students, demonstrating the values and behaviors that are expected of them. This involves being a fair and consistent disciplinarian and showing respect to all students.

the teacher's role is to be a leader in the classroom, setting the tone for the learning environment. This involves being a fair and consistent disciplinarian and showing respect to all students.

the teacher's role is to be a facilitator of learning, providing support and guidance as students explore new concepts and skills. This requires a deep understanding of the subject matter and the ability to adapt to individual student needs.

the teacher's role is to be a collaborator, working with colleagues and the community to improve the quality of education. This involves participating in professional development opportunities and staying current in the field of education.

the teacher's role is to be a lifelong learner, continuously updating their knowledge and skills. This involves staying current in the field of education and seeking out new opportunities for growth and development.

Milk cartons. Make take-home planters.

Other food cartons. Make models of church or houses by covering and decorating boxes. Do a box sculpture by gluing boxes in free design.

Wood scraps. Make a wood sculpture. Nail or glue scraps in free design. Experiment with hammering and sawing.

Colored paper tissues. Crumple or fold and attach to pipe cleaners to make flowers.

Detergent bottles. Make puppets.

Egg cartons. Separate each section, attach to pipe cleaner stem, and paint to make flowers. Start seedlings in soil-filled sections. Paint and add pipe-cleaner antennae for a caterpillar.

Coffee cans. Make drums.

Styrofoam meat trays. Cut out simple shapes for printing a design with paint on paper. Arrange clay figures on tray to make a scene. Paste pictures inside to form a montage.

Pipe cleaners. Twist to make figures (people or animals).

Small foil pans. Use as mold to set plaster of paris. Then decorate with pieces of plastic or tiles to make a gift paper weight or wall hanging.

Clothespins. Make people with pipe-cleaner arms and paper clothing for scenes in dioramas, etc.

Wooden skewers. Make ends of scrolls or banners.

Paper bags. Make puppets (see "Making Storytellings Aids," Chapter 3).

Popsicle sticks. Attach flannel board figures, stick in a lump of clay, and use as a storytelling aid (move figures on a tabletop or other flat surface).

Margarine cups. Grow seeds to take home.

Large glass jars. Grow seeds. Children can see roots through the glass.

Utility cable spools (from telephone and power companies). Turn on side and use as a table.

Buttons, yarn, fabric scraps. Make collages. Decorate puppets.

YOU THE TEACHER

CHAPTER EIGHT

Your Role

As a teacher your role is not one but many.

You are an enabler, helping children to realize their own potential, to explore new ways of doing things, to examine new ideas, to appreciate their own skills, and learn in their own way to love God and his church.

You are a pastor, helping first-graders cope with very real problems of understanding their faith, dealing with personal relationships, learning to accept themselves and each other. As a pastor you respect their confidences.

You are a helper, giving guidance when asked, stimulating children to solve problems for themselves, and asking questions which open up new fields of thought for your pupils.

You are an organizer, providing learning opportunities in your class so that your children can grow in understandings and feelings and relationships. Your careful planning uses every minute of class time to best advantage.

You are a witness. Your faith and genuine love for God and his church are transmitted to the child. Your love for the stories of Jesus, your sincerity in prayer, your joy in singing to God, all witness to a real vital relationship with our Lord. Religion as we know is caught, as persons (your pupils) see the vital faith of another (yourself). You can do nothing greater than to lead your pupils into a personal loving relationship with their Lord and Savior.

A Few Hints

Be a regular attendee at church worship services. A good teacher needs to receive the Word in order to give it to others. Your strengthened faith will be reflected in your teaching.

Talk to other church members and your pastor about your task. Their interest and prayers will encourage and support you. They will also appreciate knowing that first-graders are growing in their understanding of the faith.

Be willing to experiment. Change your methods sometimes. Talk to other teachers and learn from them. Talk to the children. Find out what is being done in public schools.

Be a good listener. To really understand your pupils and meet their needs requires more listening than talking. Sincere listening tells the child that he or she is important to you. Since you are one of the major representatives of God and the church for the child, this helps the child feel he or she is important to the Christian community.

Be honest. If you do not know, say so. Six-year-olds will tend to regard you as a fund of unending wisdom. But it will not hurt either them or you to learn that there are some things that you need to find out just as they do. If you do not know an answer and promise to find out, make sure that you do.

Assess yourself! Try to be honest with yourself about your strengths and weaknesses. Know the things that you are good at. And know the points where you might need to call in assistance from someone else in your congregation or where you need to hand over to another member of the teaching team. Decide which skills need practice.

Avoid bias in your attitudes and words. As Christians we believe that all persons are equally loved by God, all are persons for whom Jesus died. Unit writers have attempted to avoid bias and you can further the process by avoiding sexual, racial, ethnic, and denominational bias.

Spend time in preparation. Any important job is worth doing well. Teaching children the truths of the faith requires all the preparation time we can give.

Your Own Growth

Plan to grow in teaching skills. Are there workshops you can attend? Teacher training classes? Books you can read? You may be able to ask other teachers for fresh ideas or glean new approaches by observing a first-grade public school class for a day.

Plan to grow in your understanding of God's Word. Set aside a time to read and study the Bible, using a devotional aid or your own study methods. While many insights you gain from personal study will be beyond a first-grader's understanding, you will be growing and thus will become better equipped for your teaching task.

Use good commentaries. Talk to your pastor about passages you do not understand. Join an adult study discussion group where you can talk over your concerns, insights, and uncertainties. The more you learn, the more confident you will feel in your task.

Your Faith

Even more important than your knowledge of teaching methods is your own personal faith. If you know that you matter to God, you can help children feel that they matter to God, too. If you are

thankful for God's love in Jesus Christ, you can help first-graders be thankful too. If you value your Christian heritage, you can help young children to appreciate and learn about God's Word and his church. If you appreciate God's world you can help your pupils learn respect for his creation.

Devotional Bible reading and prayer will deepen your faith, which is your most important prerequisite for teaching. Remember to pray not only for yourself and your task but also for the pupils in your church school class. As you know them better, pray for each one and his or her special needs.

Bibliography

This is a starter list to help your personal growth as a Christian and teacher of the church. You may find these books in your church library. If you wish to purchase them, you can order them through the Fortress Church Supply Store, 2900 Queen Lane, Philadelphia, PA 19129.

Bible Background

Anderson, Bernhard W. *The Unfolding Drama of the Bible*. Rev. ed. New York: Association Press, 1971.

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Marshall, Robert J. *The Mighty Acts of God: A Survey of Bible Thought and History*. (LCA Sunday Church School Series, participant book) Philadelphia: Lutheran Church Press, 1964.

Reumann, John. *Jesus of Nazareth: Son of Man/Son of God*. (LCA Sunday Church School Series, participant book) Philadelphia: Lutheran Church Press, 1966.

Bible Commentaries

The Interpreter's One-Volume Commentary on the Bible. Edited by Charles M. Laymon. Nashville: Abingdon Press, 1971.
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The Interpreter's Dictionary of the Bible. 4 vols. Nashville: Abingdon Press, 1962.

Versions of the Bible

Teacher guides paraphrase many verses and present Bible stories in full for class use. If you wish to read directly from the Bible, the recommended versions are the Revised Standard Version and the Today's English Version.

Christian Beliefs

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A Dictionary of Christian Theology. Edited by Allan Richardson. Philadelphia: Westminster Press, 1969.

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(Designed for persons who are becoming Lutherans or who wish to renew their understanding of Lutheran beliefs. It forms a clear concise account of basic Christian beliefs for all teachers.)

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Goldman, Ronald. *Readiness for Religion*. New York: Seabury Press, 1970.

Or any recent standard college text on child development to which you have access.

Christian Education

Gilbert, W. Kent. *As Christians Teach*. Philadelphia: Lutheran Church Press, 1962.

Jahsmann, Allan Hart. *How You Too Can Teach*. St. Louis: Concordia Publishing House, 1963.

———. *What We'd All Better Do (Or Do Better) to Help Others Learn the Word and Ways of God*. St. Louis: Concordia Publishing House, 1972.

Many Ways of Teaching from the series "Resources for Parish Leaders." Edited by Frank Klos. Philadelphia: Division for Parish Services, Lutheran Church in America, 1975.

Other resources are:

Learning With (Children's Edition). Educational journal published eleven times a year. Minneapolis: Augsburg Publishing House; Philadelphia: Board of Publication, LCA.

Or any recent standard college text on the education of primary-age children.

Teaching Children with Special Needs

Bogardus, LaDonna. *Christian Education for Retarded Persons*. Rev. ed. Nashville: Abingdon Press, 1969.

Martin, C. Lewis and Travis, John T. *Exceptional Children: A Special Ministry*. Valley Forge, Pa.: Judson Press, 1968.

Activities

Franklin, M. and Dotts, Maryann J. *Clues to Creativity*. 3 vols. New York: Friendship Press, 1974.

Inslee, Joseph W., ed. *The How to Book*. Philadelphia: Fortress Press, 1971.

Keiser, Armilda B. *Here's How and When*. Rev. ed. New York: Friendship Press, 1960.

Singing

Music Resource Book. Edited by R. Harold Terry. Philadelphia: Lutheran Church Press, 1967.

Young Children Sing. Edited by R. Harold Terry. Philadelphia: Lutheran Church Press, 1967; Minneapolis: Augsburg Publishing House, 1967.

This basic book of songs for primaries is used in the Grade 1 units.

Further Assistance

If you wish additional help in teaching first-graders, write to

Editor for Early Elementary Resources
Division for Parish Services
2900 Queen Lane
Philadelphia, PA 19129

WORSHIP SUGGESTIONS

CHAPTER NINE

Class Worship

We have already discussed (Chapter 2) the difference between congregational worship and class worship for Sixes. Class worship in Grade 1 units is usually at the end of the session plan. A short period of five to ten minutes is suggested. Sometimes worship is incorporated at another place in the session plan. But it is never at the beginning, since first-graders need to build on experiences that they have recently had in order to worship meaningfully.

Of course you are encouraged also to use times for worship other than the set time suggested in the session plan. For example, if you have just completed a meaningful discussion about things which delighted the children, it may be an opportune moment to thank God for those things. Watch for such spontaneous opportunities and use them.

The worship suggested in each session plan has specified elements. Select from them or add to them as you see fit. Usually there are one or more songs, a prayer, reference to the story or Bible verses for the day, and an offering. In some churches teachers prefer to take up the offering early in the session to prevent money dropping on the floor. It is up to you whether you have the offering during worship time or collect it earlier.

In many sessions worship includes reference to an activity which the children have done during the session. For example, a prayer may be based on a mobile they have made. Or a dramatization of the story may be acted again. This helps tie the worship to what the children have been doing and thinking and makes it relevant for them.

References to Bible verses and stories bring out major session themes. Points on using the Bible in class are given in Chapter 3.

Songs and Prayers

Hymns have been recommended to fit the theme for the unit and the age level of the child. Your children may have other songs which they wish to sing on the same themes. By all means, welcome their suggestions.

Music and hymns for six-year-olds have been discussed in Chapter 4. You should note that all units assume that you have *Young Children Sing* as the basic hymnal. A number of units also include other songs which are printed in the teacher guides. A number of these songs are reproduced in this

chapter so that you can readily refer to them after they have been learned in a particular unit. Some teacher resources packets have records to help your children learn the songs quickly. For other units you need to provide other accompaniment or your own voice to lead the singing.

Since your children may like to sing songs over and over again after you have finished a unit, consider making a tape of the songs they particularly enjoy. You might ask the choir director, or a pianist at your church, to help you. If you make a tape of the songs, make sure that you note the number on your tape recorder where each song starts. Keep this list with your machine and then you will quickly be able to pick up where a song begins.

Involve your pupils in the prayer where possible. You might have them give ideas which you write on the chalkboard. Then incorporate their ideas in the prayer. Or you might occasionally sing a prayer hymn as a class. Or use a prayer chart which enables the children to dictate the words of the prayer in activity time and to read the prayer together in worship time. Print prayer charts with a dark felt-tip marker, using the printing style at the end of Chapter 3. Make letters large enough to be seen from the back of the group. If you wish to read some lines, and have the children respond with others, try putting alternate lines in different colored markers. This enables the children to readily pick out the response.

A good practice is to save all prayer charts, song charts, and Bible verse charts. You can then use them whenever you see fit. Store them on top of a cupboard or on a wide shelf. Or attach string to the top corners as if the chart were a banner and hang all the charts on a wall peg or long nail.

Young Children Sing has a wealth of songs and prayers suitable for Grade 1 worship. The topical index on page 199 will help you choose songs and prayers suitable for any topic.

Worship Center

The units assume that you have a worship center. This can be a small table or upturned carton covered with a cloth on which items may be placed to remind the children of God. You may use some things from the particular session. Or you may have some standard equipment, such as an open Bible, a vase of flowers, and a picture of Jesus. It is simply a focal point so that the children are more readily able to think about God.



Church Festivals

Special units are designed for the Christmas and Easter seasons. First-graders are often aware of other church festivals and celebrations even when they do not fully understand them. It is not desirable to interrupt a unit by setting aside the session plan to deal with a festival topic. A better way to handle festivals and celebrations is to refer to them in worship when the children wish to do so.

For example, if the children refer to Thanksgiving, you might include in worship time a song of thanks or praise from the selection at the end of this chapter. You could pray a thank-you prayer based on the children's suggestions.

Make similar appropriate worship adaptations for other celebrations the children mention.

Additional Songs and Prayers for Grade 1

The following songs and prayers are supplemental to those in *Young Children Sing*. The songs provide an easy-to-use collection. Many are songs learned in particular units.

If you plan to extend units over more class sessions than there are session plans in the teacher guide, you will need to include a worship time in each of your class sessions. These songs and prayers will help you. Select those which are applicable to the theme of a particular unit.

Thank you, God, that each of us is different. Each of us is special to you. Thank you for Jesus who told us that you love each one of us. Amen.

When we are scared, God, We know you love us.
When we are brave, We know you love us.
When we are sad, We know you love us.
When we are happy, We know you love us.
You know how we feel and you love us all the time.
Thank you, God. Amen.

O God,

Thank you for times when each of us can be alone. It's good sometimes to be by ourselves. It's good to have a secret place to go and hide. And it's nice to know we can talk to you even when we are by ourselves. Amen.

We're glad we are growing up, God. It's good to be able to go to the store and read the labels of things on the shelves. It's good to be able to ride a two-wheel bike. It's good to see a new tooth growing after the baby tooth has come out. Thank you, God, because we grow. Amen.

We are glad, God, that we belong to _____ (name) Church. We are glad that adults and children are all part of your church. We can all praise you and love you. Amen.

For our church, O God,
 We thank you.
For our friends at church,
 We thank you.
For our teachers and pastor,
 We thank you.
For everyone who helps us,
 We thank you. Amen.

Dear God,

Thank you for the Bible. It has so many stories of Jesus and the loving things he did for people. We are glad too that we can hear in the Bible about people who loved you long ago. Amen.

Dear God,

Thank you for our church school class. It's good to do things when we are all together. And it's good to be able to do some things with just one or two friends. And sometimes it's good just to do our own work by ourselves with someone else beside us doing work too. We're glad we can learn about you in our class. Amen.

Friends are special

Thank you, God.

Friends can help us

Thank you, God.

Friends can love us

Thank you, God.

Thank you, God, for friends. *Amen.*

Dear God,

You planned for families in which people love and care for each other. Thank you for people who love us. Thank you for people who help us. Thank you for families and for fun at home. Amen.

We want to praise you, God. You are very great and wonderful. You are very wise. You knew just how everything should be made and how everything should work together in your world. We want to praise you, God.
Amen.

For plants and flowers and trees,

We thank you, God.

For rain and clouds and sun,

We thank you, God.

For animals and birds and insects,

We thank you, God.

For the wonderful way our bodies are made,

We thank you, God.

For everything in your world,

We thank you, God. Amen.

We want to clap our hands, O God. We want to sing loudly and make a happy noise. You have made so many wonderful things. You love us all so much. Thank you, God. Amen.

Thank you, God, for all the people who help us.

For firemen and policemen who protect us,

For doctors and nurses who make us well,

For teachers and parents who help us to learn,

For shopkeepers and librarians who help us get what we need. Amen.

O God,

Thank you for the many interesting things in your world—

Bikes and cars and trucks,

Airplanes and boats and rockets,

Bulldozers and machinery and cranes,

Shops and churches and skyscrapers.

Thank you, God. Amen.

PRAISE HIM IN THE MORNING

TRADITIONAL

G C

1. Praise him, Praise him. Praise him in the morn - ing,

C D7 G B7 Em

Praise him in the noon time. Praise him, Praise him.

Am7 D7 G

Praise him when the sun goes down.

2. Thank him. . .

3. Love him. . .

CLAP YOUR HANDS

BASED ON PSALM 47

R. HAROLD TERRY

1. Clap your hands all to-gether, Clap your hands all to-gether,
 2. Sing to God with hap-py voic-es, Sing to God with hap-py voic-es,

Chords: G, C, D7, G, Am, G, D7, G

Clap your hands all to-gether, Sing to God with songs of joy!
 Sing to God with hap-py voic-es, Sing to God with songs of joy!

Make up additional stanzas, such as: Clap your hands and be happy . . . , We will all sing together . . . , We will sing and be thankful . . . , We will tell God we love him. . .

THANK YOU (LITANY)

IRVIN R. DOHNER

Thank you, thank you, thank you, Lord. Thank you for your lov-ing care.

Chords: F, C, F, Bb, C, F

Stanza

1. For the love of fam-i-ly and of friends.
 2. For the dai-ly food we need and warm homes.

Chords: F, C, G7, C

Add more stanzas. Let the children make up new words based on their own experiences. You will need ten syllables for a stanza. The words don't rhyme.

HURRAY FOR GOD! PRAISE HIM TODAY

LORETTA KUSE

TRADITIONAL
ARR. R. HAROLD TERRY

C G C

1. Hur - ray for God! Praise him to - day.
2. Skip in God's world, Skip and be glad.

Detailed description: This system contains the first two lines of the song. The first line is for the vocal melody, and the second line is for the bass line. The key signature is C major. The first line has three measures: C, G, and C. The lyrics are '1. Hur - ray for God! Praise him to - day.' and '2. Skip in God's world, Skip and be glad.' The bass line has three measures: C, G, and C.

C Bb C

Hur - ray for God! Praise him to - day.
Skip in God's world, Skip and be glad.

Detailed description: This system contains the third and fourth lines of the song. The first line is for the vocal melody, and the second line is for the bass line. The key signature is C major. The first line has three measures: C, Bb, and C. The lyrics are 'Hur - ray for God! Praise him to - day.' and 'Skip in God's world, Skip and be glad.' The bass line has three measures: C, Bb, and C.

ALTERNATE HARMONIZATION

R. H. T.

Detailed description: This system contains the first two lines of the alternate harmonization. The first line is for the vocal melody, and the second line is for the bass line. The key signature is C major. The first line has three measures: C, G, and C. The lyrics are '1. Hur - ray for God! Praise him to - day.' and '2. Skip in God's world, Skip and be glad.' The bass line has three measures: C, G, and C.

Detailed description: This system contains the third and fourth lines of the alternate harmonization. The first line is for the vocal melody, and the second line is for the bass line. The key signature is C major. The first line has three measures: C, Bb, and C. The lyrics are 'Hur - ray for God! Praise him to - day.' and 'Skip in God's world, Skip and be glad.' The bass line has three measures: C, Bb, and C.

SING SONGS OF PRAISE

PSALM 47:6,7

R. HAROLD TERRY

Group I: D D Group II: D C D

Sing songs of praise to God. Sing songs of praise to God.

All: F G A D D C D

For all the world be longs to God. Sing songs of praise to God.

The musical score is written for two groups and an all response. It is in G major (one sharp) and 4/4 time. The first system shows Group I and Group II with their respective notes and lyrics. The second system shows the all response with notes and lyrics. The notes are written on a grand staff (treble and bass clef).

Two ways to sing this song: (1) Alternately by two groups, as indicated. (2) Straight through by the entire class.

2. Sing praises with a song.
Sing praises with a song.
For all the world belongs to God.
Sing praises with a song.
3. O clap your hands and sing.
O clap your hands and sing.
For all the world belongs to God.
O clap your hands and sing.

ALL MY LIFE

PSALM 104:81

R. HAROLD TERRY

Refrain

Musical notation for the Refrain of 'All My Life'. The key signature is one sharp (F#). The melody is written on a treble clef staff, and the bass line is on a bass clef staff. The lyrics are: 'All my life I will sing to God. O my God, how great you are,'. The chords indicated above the staff are G, D, G, Am, D7, and G.

Psalm Verses

Musical notation for the Psalm Verses of 'All My Life'. The key signature is one sharp (F#). The melody is written on a treble clef staff, and the bass line is on a bass clef staff. The lyrics are: 'You have made so many things; Your world is filled with creatures (Ps. 104:24)'. The chords indicated above the staff are G, C, Am, and D.

Suggestions

The refrain introduces the singing of psalm verses and also follows each verse.

The music setting for psalm verses is flexible and can accompany the singing of any number of psalm verses or paraphrases. Simply sing the words on a single note, moving up at the last word (or accented syllable) of the first half of the verse; and moving down on the final word or accented syllable, as is done in the psalm verse above.

Accompaniment is optional; unaccompanied psalm singing can be very effective.

GIVE THANKS TO GOD

PSALM 136:1

R. HAROLD TERRY

Musical notation for 'Give Thanks to God'. The key signature is one flat (Bb). The melody is written on a treble clef staff, and the bass line is on a bass clef staff. The lyrics are: 'Give thanks to God for he is good. His love will last for - ev - er.' The chords indicated above the staff are Dm, C, Bb, and Am D.

Let children suggest phrases to make additional stanzas. Examples:

Give thanks to God; *he gives us joy*. His love will last for ever.

Give thanks to God; *he sends us love*. His love will last for ever.

THANK YOU, GOD OUR FATHER

FINNISH FOLK SONG

R. HAROLD TERRY

Gm Dm Gm Am D7 Gm

1. For the friends who play with me - Thank you, God our Fa - ther.
2. For the things that I can do - Thank you, God our Fa - ther.

Gm Dm Gm Am D7 Gm

For my home and fam - i - ly - - Thank you, God our Fa - ther.
For the help of oth - ers too - - Thank you, God our Fa - ther.

Bb F Gm Am D7 Gm

For your love and care for me - - Thank you, God our Fa - ther.
For these ways of serv - ing you - - Thank you, God our Fa - ther.

St. 1, Doris J. Wiencke; st. 2, Marian L. Maurer

Music arrangement by H. R. Terry in *Young Children Sing*, 184 (different words).

NEW FRIENDS

Words and Music by
LOU FORTUNATE

B $\flat$ E $\flat$ F7 C $\sharp$ Cm F7

One friend; two friends. I like new friends. New friends are full of sur- pri- ses. —

F7 B $\flat$ B $\flat$ 7 E $\flat$

Some new friends are short. Some new friends are tall.

E $\flat$ Gm C7 F7 B $\flat$

They all come in dif-fer-ent shapes and si- zes One friend. Two friends.

E $\flat$ B $\flat$ C7 F7 B $\flat$ E $\flat$ B $\flat$

I like new friends. And new friends like me. —

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EVERYBODY'S SPECIAL

DORIS NELSON
R. HAROLD TERRY

The musical score is written for a single melodic line on a treble clef staff with a key signature of one flat (Bb). The melody is accompanied by a bass line on a bass clef staff. The score is divided into two systems. The first system contains two lines of lyrics. The second system contains two lines of lyrics. Chord symbols are placed above the melody line: Bb(C), Eb(F), Bb(C), Bb(C), F(G) in the first system; Bb(C), D7(E7), Gm(Am), Eb(F), Bb(C), Eb(F), F7(G7), Bb(C) in the second system. The piece ends with a double bar line.

1. George has black hair, Jer - ry has red; Wan - da has brown eyes, so has Fred.
2. Jan and Tim - my, Mar - y and Lou, Brad - ley and I, — Todd and you:

Ev'ry-one's dif - f'rent, that is why You are a spe - cial per - son, so am I!
Ev'ry-one's God's child, that is why You are a spe - cial per - son, so am I!

Doris Nelson

Insert names of class members in the song.

MORE THAN ANY OF THESE

Words and Music by
LOU FORTUNATE

1. Look at the flow-ers of spring-time. ____
2. Look at the spar-rows and rob-ins, ____

Gent-ly they wave in the breeze. ____ Well God, our Fa-ther,
mak-ing their nests in the trees. ____ Well God, our Fa-ther,

loves us chil-dren, more than an-y of these. ____
loves us chil-dren, more than an-y of these. ____

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HAPPY DIFFERENCES

MAE HURLEY ASHWORTH
JAMES BYRON DANFORD

Lively

1. Some things are round; some things are square; Col-ors are diff'-rent here and there;
2. Food is cooked in ma - ny ways, And wea-ther chan-ges through the days;
3. Peo - ple are dark, and peo - ple are fair; They may have straight or cur - ly hair;
4. Chil-dren wor-ship God and pray, Act and think and talk and play In

Snow is cold, and there's heat in flame, And oh, what fun that they're not the same!
Find-ing things diff'-rent is like a game, And oh, what fun that they're not the same!
Some are short, and some are tall, But oh, what fun to — know them all!
ma - ny ways, and oh, what fun To meet and know them — ev'-ry one!

"Happy Differences" by Mae Hurley Ashworth from the filmstrip, *Our World of Happy Differences* copyright Friendship Press 1956. Used by permission.

GOD HAS PLANNED THAT PLANTS SHOULD GROW

LORETTA KUSE

LOWELL MASON
ARR., R. HAROLD TERRY

1. God has planned that plants should grow. Plants have man - y parts, you know--
2. God has made the wind to blow, Send - ing seeds where they can grow.

Roots and leaves and buds and seeds, All the parts that each plant needs.
Silk - y wings and pods that pop Bring seeds to their grow - ing spot.

3. God's great works are everywhere:
Sparkling brooks, the soil, the air,
Lakes and streams and oceans wide
Where the crabs and fishes hide.
4. God made flowers and shrubs and trees,
Animals and birds and bees.
He wants us to care for all
Plants and creatures, large and small.



Parish Life Resources

Weekly Class Unit

16-5151



**WEEKLY CLASS UNIT
STUDENT RESOURCES
GRADES 5, 6
LIVING
OUR FAITH**

CONTENTS:

- 40 Project Cards
- 5 Contracts
- 1 Creed

Packet contents designed and illustrated
by Janie Russell

**written by Donna Paulson
edited by Allan Jahsmann**

This packet of student resources is accompanied by a teacher guide, *Living Our Faith* (WCU 5).

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Daffie

CHRISTIAN HISTORY®

June 1995

Dear Reader:

Will you help us? We'd appreciate it very much if you would.

By completing the enclosed survey, you can help us improve CHRISTIAN HISTORY. Only a small random sample of subscribers will be receiving this survey, so you will literally be speaking for thousands of others through your reply.

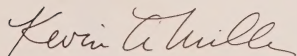
In case you no longer have the issue of CHRISTIAN HISTORY on John Knox, we've enclosed a copy. We need to learn which articles you've read. Please open this issue to the inside front cover and mark on the survey which articles you started reading, finished reading or didn't start, and your level of interest for each article you read. Continue all the way to the back of the magazine. *Do not read anything more now* – we want to know which articles, if any, you read before you received this survey.

Let me assure you that your response will be kept strictly confidential. Each survey we receive will be combined with others to form a composite opinion of our subscribers.

When you have completed the survey, please return it in the enclosed postage-paid envelope before August 3, 1995.

Thank you for your time. You are a valuable part of our family of readers, and your input will make a difference in CHRISTIAN HISTORY.

Warmly,



Kevin A. Miller
Editor

P.S. The enclosed magazine is yours to keep or to pass along to a friend!



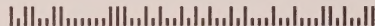
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CHRISTIAN HISTORY®

A Survey of our Readers

John Knox Issue 46 (Spring 1995)

You can help us make CHRISTIAN HISTORY even better. We want to know what you had read before receiving this survey—
so please do not read any more until you complete this survey. Thank you for your time and effort.

1. To begin, please open the enclosed issue to the inside cover. Check the appropriate box below to indicate your readership of each article up to this point in time.
2. Then tell us how interesting you found *each article you read*, using the scale below.

1 = Not at all interesting 2 = Not too interesting 3 = Somewhat interesting 4 = Interesting 5 = Extremely interesting

Description of Articles	1. YOUR READING			2. <u>CIRCLE</u> Your Interest Level				
	Didn't Read	Started Reading	Finished Reading	For Each Article Read				
Pp 2-3 / Did You Know? / "Little-known or remarkable facts..."	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 6 / From the Editor / "The Hard-to-Like Knox"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 8-11,13-16 / Article / "Preacher of Revolution"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 10 / Sidebar / "Murder Comes to the Archbishop"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 12 / Sidebar / "Life as a Galley Slave"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 17 / Sidebar / "The Prophet Pleads Guilty"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 18-20 / Article / "Shocking Politics"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 21 / "Three Rulers Knox Fought"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 22-23 / Timeline / "Journeying with John Knox"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 24-25 / Article / "Demanding Faith"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 26-27 / Map / "Centers of Ferment"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 28-29 / Article / "The First Scandal"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 30-32 / Article / "Worship Before & After"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 32 / Sidebar / "Sunday in Reformed Scotland"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 33-35 / Gallery / "Martyrs & Architects"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 35 / Sidebar / "John Calvin"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 36-38 / Article / "Knox's Curious Attitude Toward Women"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 39 / Sidebar / "Life Shall Devour Death"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 40-42 / Interview / "Prophet Without Honor?"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
P 43 / Recommended Res. / "John Knox and the Scottish Reformation"	1 ☐	2 ☐	3 ☐	1	2	3	4	5
Pp 44-46 / History in the Making / "It Seemed So Innocent and Good"	1 ☐	2 ☐	3 ☐	1	2	3	4	5

1. If you have not finished reading the entire magazine yet, do you plan to read more articles/ items in this issue?

1 ☐ Definitely yes 2 ☐ Probably yes 3 ☐ Maybe 4 ☐ Probably not

2. Which article did you value most in this issue? _____
Why?

CONTINUED ON THE BACK

3. Which illustration or photo did you value most in this issue? (Please give page number) _____
Why?

4. Overall, do you think **CHRISTIAN HISTORY** is better, worse or the same as a year ago?

1 ☐ Better

2 ☐ Worse

3 ☐ The same

4 ☐ Haven't been reading CH for a year

5. How did you feel about the various elements in this issue? (Please check the appropriate box for each element.)

Description of Element	Excellent	Good	Okay	Fair	Poor	Comments
1. Understandability	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	_____
2. Ease of reading	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	_____
3. Cover	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	_____
4. Amount of photos/illustrations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	_____
5. Quality of photos/illustrations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	_____
6. Overall appearance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	_____

6. How long have you subscribed to **CHRISTIAN HISTORY**?

1 ☐ Less than 2 years 2 ☐ 2 years to less than 3 years 3 ☐ 3 years to less than 4 years 4 ☐ 4 years or more

7. Do you plan to renew your subscription?

1 ☐ Definitely yes

2 ☐ Probably yes

3 ☐ Maybe

4 ☐ Probably not

8. What is your gender? 1 ☐ Female 2 ☐ Male

9. Are you clergy or laity? 1 ☐ Clergy 2 ☐ Laity

10. What is your age? 1 ☐ 30 or under 2 ☐ 31-40 3 ☐ 41-50 4 ☐ 51-60 5 ☐ 61-70 6 ☐ 71 or older

11. In terms of historical background for an issue, please check the boxes below to indicate what you most interested in learning about. (Check ALL that apply.)

___ 1 ☐ Political background (wars, elections, laws, etc.)

___ 2 ☐ Daily life (how people lived, dressed, ate, raised children, etc.)

___ 3 ☐ Ideas (attitudes, beliefs, philosophies) that influenced events

12. Using the elements you checked above, please rank them from 1 to 3, where 1 = the most interesting the least interesting.

13. When it comes to CH's coverage of women, which ONE of the following do you prefer we do?

1 ☐ Cover the most well-known events and people, even if this would slight our coverage of women (since they are not as well-known)

2 ☐ Cover important but lesser-known women and make them better known, even if it means delaying well-known subjects

14. What do you think of our coverage of Eastern Orthodox and Roman Catholic subjects?

1 ☐ I'd like to see more coverage of Eastern Orthodox and Roman Catholic subjects in CH

2 ☐ I'd like to see less coverage of Eastern Orthodox and Roman Catholic subjects in CH

3 ☐ I like the present coverage of Eastern Orthodox and Roman Catholic subjects

PLEASE RETURN THIS SURVEY IN THE ENCLOSED POSTAGE-PAID ENVELOPE
ON OR BEFORE AUGUST 3, 1995.

THANK YOU FOR YOUR HELP!